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**TOWN'S
SPELLING AND DEFINING BOOK;**

CONTAINING

**RULES FOR DESIGNATING THE ACCENTED SYLLABLE
IN MOST WORDS IN THE LANGUAGE.**

REVIEWED

**AN INTRODUCTION
TO
TOWN'S ANALYSIS.**

ONE HUNDREDTH EDITION.

CRITICALLY REVISED AND CORRECTED.

**PORLTAND:
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TOWN'S SPELLING AND DEFINING BOOK.

TOWN'S READER, No. 1.

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TOWN'S ANALYSIS OF WORDS, BY SUFFIXES AND PREFIXES,
Affording Classical advantages to the English scholar.

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P R E F A C E .

IN presenting to the Public a new elementary work, for the use of Schools, the Author feels bound, briefly to assign the reasons which have prompted him to an undertaking, that might, at first view, appear to be superfluous. These reasons, he trusts, will be deemed sufficiently valid, to free him from the imputation of having engaged in a service uncalled for.

The principle, which he considers as lying at the foundation of all good teaching, is, that a child being taught, both to read and to spell, *should* be taught, at the same time, to *understand* what he reads and spells. It is this principle, which has suggested the plan of the present work. He would not deny, that some advantages may accrue from the mere mechanical exercise of spelling, and storing the memory with words which, as yet, convey no sense. He is ready to admit, that it is better for the mind to be *thus* furnished, than *not to be furnished at all*; but as words are the *signs* of ideas, and the ultimate object of acquiring *words* is, to acquire *ideas*, and a medium of imparting them to others, it is not easy to say, why this end should not be kept in view, through every stage of the learner's progress.

All the spelling books now in use, follow out the same uniform plan, of arranging words according to their sounds and syllables, irrespective of their import. On that plan, they are generally well executed, and would admit of little improvement.

But if the above principle be well founded, something is still requisite, beyond a mere judicious arrangement and correct orthography, to answer the grand purposes of elementary instruction. It is plain, that as far as practicable, the knowledge of the *sign*, and of the *thing signified*, should be acquired together, inasmuch as *both* are to hold an inseparable connection in the mind.

OF LANGUAGE, ITS ELEMENTS AND FORMATION.

The human voice is an audible sound, made by the organs of speech.

The main organs of speech, are the tongue, teeth, palate, and lips, aided by the breath.

Speech is the faculty of uttering articulate sounds.

Articulate sounds are the distinct utterance of letters, syllables, or words.

Language is a medium by which we receive, and impart ideas.

Language was spoken, long before it was written.

Spoken language is a combination of articulate sounds, denoting ideas, or things.

Letters are characters presented to the eye, in a written language, to indicate the variety of sounds, heard in a spoken language.

Written language is a combination of words, used by common consent, for signs of ideas.

The letters in the English language are twenty-six, and are called the English Alphabet. (See page 11th.)

Each letter, except h, represents one, or more distinct sounds.

These seven double letters, ch, gh, ng, ph, sc, sh, and th, denote simple, or compound sounds.

The alphabet is divided into vowels and consonants.

A vowel is a letter that can be sounded alone, as a, e, o; which are pure vowels. i and u are vowels, or have the power of diphthongs. w and y are vowels, or consonants.

A diphthong is the union of two vowels in the same syllable, both of which are sounded, as oil. (See page 16th.)

A digraph is the union of two vowels in the same syllable, only one of which is sounded, as bread. (See page 16th.)

A triphthong is the union of three vowels in the same syllable, two of which are mute, as in adieu.

A consonant cannot be sounded alone. b, makes be.

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Consonants are divided into mutes, semi-vowels, and liquids.

A mute emits no sound without a vowel. They are b, d, k, p, q, t, and c and g hard.

Semi-vowels emit a slight sound alone. They are f, h, j, l, m, n, r, s, v, x, z, ch, sh, th, and c and g soft.

A liquid easily unites with a mute. They are, l, m, n, r.

Those consonants whose sounds mainly depend on the lips, are called labials, as b, f, m, p, v, w.

Those whose sounds depend on the teeth, are called dentals, as j, s, z, ch, sh, and c and g soft.

Those whose sounds depend on the tongue, are called linguals, as k, q, x, ng, c and g hard.

Letters form syllables, syllables form words, words form sentences, and sentences form language, written, or spoken.

A syllable is one letter, as a, or a union of letters, as man.

No syllable can be formed without a vowel, or diphthong. Orthography treats of the power of letters, and teaches how to write, or spell words correctly.

Orthoepy teaches the correct pronunciation of words.

Spelling is correctly naming the proper letters of a word, in the order of the syllables.

Monosyllables are words of one syllable.

Dissyllables are words of two syllables.

Trisyllables are words of three syllables.

Polysyllables are words of four or more syllables.

Accent is a more forcible stress of voice, on some particular syllable in all words, having more syllables than one.

When the accent falls on a vowel, the sound of that vowel is long, as hō-ly.

When the accent falls on a consonant, the preceding vowel is short, as man'-ner.

Accent is primary, or full; secondary, or slight, as on the word, ad"-ver-sa'-ry.

Words are primitive, as man, or derivative, as manly.

Words are simple, as horse, or compound, as horse-shoe.

A sentence is such a combination of words, as being read in connection, makes good sense. The close of such a sentence is marked by a period.

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Reading is pronouncing written words in succession.

Cadence is a fall of the voice at the end of a sentence.

Emphasis is a greater stress of voice, on one or more words in a sentence, to mark the *sense* of the expression.

SOUNDS OF THE VOWELS.

No scholar should neglect to learn the following key of sounds, prepared by Doctor Webster, and adapted to the use of his Dictionaries. The Doctor marks the sounds thus :

ā, marks the long sound of each of the vowels, as lāte.

ā, flat sound of a, as bār.

ī, ī, like u short, as bīrd, dōve.

ā, broad sound of a, aw, au, as fāll.

ō, like oo, as in möve.

ā, short broad sound, as in what.

ō, like oo short, as in book.

ē, like ā, as in prey, vein.

ū, like oo short, as in fūll.

ī, like ē long, as in pīque.

ū, u, like yu, as in use.

e, like k, as in eap.

ch, like sh, as in chaise.

ē, like j, as in gem.

s, like z, as in his.

See page 15th of vowels.

a, has five sounds, as in bāne, ban, bär, ball, wān.

e, has four sounds, as in mēte, met, they, her.

i, has four sounds, as in tīne, tin, shīre, dīrt.

o, has five sounds, as in nōte, not, möve, dōve, book.

u, has three sounds, as in tūbe, tub, bush, (except busy, bury.)

y, has two sounds, as tÿpe, lynx.

w, has a diphthongal sound of u, in dew, and ou, in prow.

In a few cases, i has the power of y consonant, as in pillion.

In a few words, u, combines the sound of y consonant, as in use, or has the power of w, as in assuage.

w and y are consonants, when they begin a word, or syllable; but vowels at the end; w excepted in blow, flow, &c., where it is a mere servile. y is also excepted, in larynx, zephyr, beryl, yttria. y unaccented at the end of a word, or syllable, (with few exceptions, as occupy,) slides into the sound of e, as in vanity, unless preceded by f, as in satisfy.

SOUNDS OF THE CONSONANTS. (Mute means silent.)

b, has one sound, as in *but*. Before t, and after m, n, is mute, as in *debt*, *lamb*.

c, has four sounds. 1st, like k, before a, o, u, l, r, as *cat*. 2d, like s, before e, i, y, as *cent*. 3d, like sh, when followed by e, or i, before another vowel, as *social*. 4th, like z, in *suffice*. c, is sometimes mute, as in *czar*, *victuals*.

d, has one sound, as in *den*. When e is suppressed in the termination *ed*, after c, f, h, k, p, q, s, x, the sound slides into t, as in *fixed* (fix't.) *ed*, after t, d, is not suppressed. d is mute before g, in the same syllable, as *fadge*, and in a few other cases.

f, has one sound, as in *fat*, (of, excepted.) It is never mute.

g, has two sounds. 1st, it is hard before a, o, u, l, r, as *gun*. 2d, soft before e, i, y, as *gem*. (The 2d has many exceptions.) g is mute before m, and n, as in *phlegm*, *gnaw*.

h, is a mark of strong breathing, as in *his*, and is mute after g and r, as in *ghost*, *rheum*.

j, has one sound, as in *june*, and is never mute.

k, has one sound, as in *kite*, and is always mute before n, in the same syllable, as in *knife*.

l, has one sound, as in *lip*. It is frequently mute before f, k, m, and sometimes before v, d.

m, has one sound, as in *man*, and is never mute. (mnemonics excepted.)

n, has two sounds. 1st, a simple sound, as in *not*. 2d, a compound sound, like ng, as in *sank*. At the end of words, after l, m, it is mute, as in *kiln*, *hymn*.

p, has one sound, as in *pit*. When it begins a word before n, s, it is mute, as in *psalm*, *pneumatics*.

q, has the power of k, is followed by u, and never mute.

r, before a vowel has a rough sound, as in *run*, and after a vowel, a smooth sound, as in *lard*.

s, has four sounds. 1st, like soft c, as in *sin*. 2d, like z, as in *was*. 3d, like zh, as in *pleasure*. 4th, like sh, as in *tonsure*; also, when followed by i, and preceded by a

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vowel, as in *session*. s, is mute in a few words, as in *island*.

t, has two sounds. 1st, a natural sound, as in *ten*. 2d, like sh, before i, when followed by a vowel, as in *motion*. In a few words it is like tsh, as in *fustian*. t is mute before ch, in the same syllable, as in *fetch*.

v, has one sound, as in *vine*, and is never mute.

w, before a vowel, h and r, is a consonant, as *wet*, *when*; before r, it is mute, as in *wrote*.

x, has three sounds. 1st, like ks, as in *wax*. 2d, like gz, as in *exact*. 3d, like z, as in *Xerxes*.

z, has two sounds. 1st, its own sound, as in *zest*. 2d, like zh, in *glazier*. The sharp consonants are p, f, t, s, k, and flat ones, b, v, d, z.

DOUBLE LETTERS.

ch, has three sounds. 1st, like tsh, as in *church*. 2d, like k, as in *chaos*. 3d, like sh, as in *machine*.

sh, has one sound, as in *shine*.

th, has an aspirate, or breathing sound, as in *thin*; and an open, or vocal sound, as in *thou*.

gh, has the sound of f, as in *laugh*, with but few exceptions, as hough (hok.) It is mute, as in *high*, *light*.

ph, always has the sound of f, as in *phenix*. (Stephen excepted.)

ng, has a nasal sound, as in *rang*, except when g is softened into j, as in *range*.

sc, has two sounds. 1st, like sk, before a, o, u, l, r, as *scale*. 2d, like s, before e, i, y, (scirrous excepted.)

CERTAIN TERMINATIONS PRONOUNCED THUS.

cion, sion, tion, are pronounced (shun.) cient, tient, (shent.) ceous, cious, tious, scious, (shus.) cial, sial, tial, (shal.) cean, cian, tian, (shan.) science, tience, (shense.)

geous, gious, (jus.) geon, gion, (jun.) ous, (us.) and ics, (iks.)

Some words ending in chre, or cre, sound (cur, or cer.) bre, (bur.) tre, (tur.) vre, (vur.) as acre, sabre, nitre, livre.

TOWN'S SPELLING AND DEFINING B.

DIRECTIONS FOR APPLYING THE ORTHOGRAPHY, WITH
CIMEN OF GENERAL QUESTIONS.

1st. Let the learner commit the Orthography. Become familiar with Dr. Webster's key on page 6th. Learn the elementary vowel sounds on page 15th. This done, the Teacher will take any word or words he pleases, and ask the following, or similar questions, as what kind of word is *belt*? Ans. A simple word, a primitive, and monosyllable. What is a simple word? A primitive? A monosyllable? What is an elementary sound? What is *b* in *belt*? Ans. A consonant, a mute, and labial, having but one sound. What is *e*? Ans. A vowel. How many sounds has *e*? What are they? Which has it in *belt*? What is *l*? Ans. A consonant, a semi-vowel and liquid, and has but one sound. What does *semi* mean? What is a semi-vowel? What is a *liquid*? Name them. What is *t*? Ans. A consonant and a mute, and has its first sound. What is a mute? Name them. Define *unadmonished*, and give the sounds of the letters, thus; *unadmonished* is a polysyllable with five vowels, having the main accent on the third syllable; it is a derivative, having the prefix *un*, and the suffix *ed*—*u* is a vowel, having its short sound; *n* is a semi-vowel and liquid, and has its first sound; *a* is a vowel, and has its short sound; *d* is a mute, and has its natural sound; *m* is a semi-vowel, liquid and labial, and has one sound; *o* is a vowel, and has its short sound; *n* is a semi-vowel and liquid, and has its first sound; *i* is a vowel, and has its short sound; *sh* is a double consonant, and has one sound; *e* is a vowel, and has its short sound; *d* is a mute, and has its natural sound.

NOTE.—The Teacher can vary and multiply questions on such words as he may give out, so as to elicit an answer to every question under Orthography, and thereby render the scholar entirely familiar with all the vowel and consonant sounds, as well as the digraphs and diphthongs on page 16.

When nothing but the accented vowel is heard, in uttering the following words, we perceive an elementary sound, as in age, and, arm, all, eve, end, ice, ink, old, on, ooze, use, ut, full.

ALPHABET.

PART I.

Roman Letters.

a **A**
b **B**
c **C**
d **D**
e **E**
f **F**
g **G**
h **H**
i **I**
j **J**
k **K**
l **L**
m **M**
n **N**
o **O**
p **P**
q **Q**
r **R**
s **S**
t **T**
u **U**
v **V**
w **W**
x **X**
y **Y**
z **Z**

&

Italic.
a *A*
b *B*
c *C*
d *D*
e *F*
f *G*
g *H*
h *I*
i *J*
j *K*
k *L*
l *M*
m *N*
n *O*
o *P*
p *Q*
q *R*
r *S*
s *T*
t *U*
u *V*
v *W*
w *X*
x *Y*
y *Z*

&

Double Letters.

ff, ffi, fi, fl, ffi.

Names of Letters.

a
be
ce
de
e
ef
ge
he, or aytch
i
ja
ka
el
em
en
o
pecu
ar
es
te
u
ve
double u
eks
wi, or ye
ze
and

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LESSON 1.

ho	go	do	he	ye	or	in	am	at	I
lo	so	to	me	on	of	is	an	up	by
no	wo	be	we	ox	if	it	as	us	my

LESSON 2.

LESSON 3.

my ox. so it is my ox. be it so. go ye on. I am he
is he to be in ? am I to do it as we go on ? so do.

LESSON 4.

nod	cot	nip	pit	fat	lap	cub
pod	dot	sip	fit	mat	rap	hub
rod	jot	tip	wit	sat	sap	nub
bog	fop	nib	dig	fan	sag	jug
fog	sop	rib	fig	ran	wag	rug

LESSON 5.

cup	hem	cry	ale	bow	arm	law
sup	gem	try	ape	cow	ark	paw
dun	net	fly	age	how	art	raw
tun	set	sky	old	now	far	saw
hum	wet	pie	ode	for	mar	haw
sum	get	tie	ore	nor	tar	maw

LESSON 6.

LESSON 7.

blot	fold	cash	bent	best	brim
plot	gold	gash	sent	lest	trim
bled	told	sash	lent	west	hump
sled	rend	pink	dent	back	jump
chip	tend	sink	vent	pack	duck
ship	vend	wink	went	tack	luck

LESSON 9.

LESSON 10.					
we got wet. do not cry. now get my new fan.					
how old is he ? try to rest. fold up my pink sash.					
he told me to go. I saw an ox try to jump					

EASY WORDS.

LESSON 11.

cat	man	hen	pin	lip	hot	but
bat	ran	pen	tin	dip	not	cut
hat	pan	ten	sin	hip	got	nut
rat	can	men	fin	rip	lot	hut

LESSON 12.

bad	bed	bid	bit	rob	hog	gun
had	fed	did	hit	cob	dog	fun
mad	red	hid	lit	job	log	sun
lad	led	rid	sit	sob	cog	run

LESSON 13.

cap	met	bug	him	tag	rum	bur
map	let	hug	rim	lag	gum	cur
bag	big	ham	tax	bud	box	fix
rag	pig	jam	wax	cud	fox	mix
peg	top	sad	nag	mug	lid	bet
leg	hop	pad	jag	tug	mid	net

LESSON 14.

cave	pine	hope	bone	vile	lake
rave	line	rope	tone	pile	cake
wave	fine	mope	lone	mile	bake

LESSON 15.

dark	bold	bend	vest	cart	band
bark	hold	mend	nest	part	hand
hark	sold	lend	rest	tart	land
lark	cold	send	jest	mart	sand

LESSON 16.

lift	dish	self	dust	farm	fork
sift	wish	pelf	must	harm	cork
mist	lust	king	sung	drag	last
fist	rust	wing	hung	crag	fast

go in, go on, go by, go up, to me, to us, to it.

CHAPTER II

Vowel Sounds.

The vowels are *a*, *e*, *i*, *o*, *u*, and sometimes *w*, *y*.

A has five sounds.

1st. sound.	2d. sound.	3d. sound.	4th. sound.	5th. sound.
made	ban	bar	ball	wan
bade	dan	car	call	was

E has four sounds.

1st. sound.	2d. sound.	3d. sound, like	4th. sound,
here	me	met	den
mere	be	bet	ten

1st. sound of *a*. like *u*.

they	prey	her	herd
------	------	-----	------

I has four sounds.

1st. sound.	2d. sound.	3d. sound, like	4th. sound, like
dine	nine	bin	tin
mine	wine	sin	pin
tine	vine	din	win

1st. sound of *a*. 2d. sound of *u*.

O has five sounds.

1st. sound.	2d. sound.	3d. sound.	4th. sound, like	5th. sound,
rode	mote	mop	dot	like <i>oo</i> .
mode	note	lop	pot	2d. sound of <i>u</i> .
node	vote	pop	rot	like short <i>oo</i> .

move dove shove book
prove love glove cook

U has three sounds.

1st. sound.	2d. sound.	3d. sound.	1st. sound.	2d. sound.
duke	mute	rub	bush	type
luke	lute	tub	push	style

hymn lynx

W has the diphthongal sound of *u*, in *dew*, and of *oo* in *grow*.

DOUBLE VOWELS AND CONSONANTS.

bee	coo	ill	less	off	add
see	too	mill	bless	scoff	odd
fee	room	dull	kiss	buff	ebb
seed	doom	gull	miss	cuff	egg
deer	good	ball	moss	stiff	ell
peer	wood	fall	dross	skiff	tell
feet	blood	pol	glass	staff	burr
beet	flood	roll	class	quaff	purr

CHAPTER III.

Diphthongs and Digraphs.*

ai ay au aw ea ei ew ey } the most common.
oi ou ow oy ue ui oa oe }

oi and *oy*, same sound.

oil coin boy coy

ou and *ow*, as diphthongs,
have the same sound.

boil join toy cloy

loud prow

soil loin joy troy

proud scow

ea like 1st. sound of *e*.

sea read peach

oa, like 1st. sound of *o*.

road coat coach

pea lead teach

load goat peach

tea plead reach

goad bloat roach

ai, and *ay*, like 1st. sound of *a*.

maid nail day may

ie, like 1st. sound of *e*.

pier brief

laid hail pay say

tier grief

paid pail way hay

bier thief

ei, like 1st. sound of *a*.

vein deign

ei, like 1st.

sound of *i*.

au and *aw* like

4th sound of *a*.

skein feign

height

daunt awl

rein reign

sleight

taunt bawl

ui, like 1st. sound of *i*. *ui*, like 1st. sound of *u*. *ui*, like 2d. sound of *i*.

guide guise

juice

built quilt

guile quire

sluice

guilt quit

ue, like 1st. sound of *u*. *ey*, like 1st. sound of *a*. *oe*, like 1st. sound of *e*.

due flue

bey they

doe toe

true sue

prey whey

foe hoe

ow, like 1st. sound of *o*.

show glow grow

ew, like 1st. sound of *u*.

flow slow snow

new pew grew

few hew drew

*A diphthong is the union of two vowels, both of which are sounded; as oil, loud, boy.

A digraph is the union of two vowels, of which only one is sounded; as bread, pronounced *bred*.

The italic letters mark the digraphs.

LESSON 17.

face	milk	bell	nose	moon	hall
lace	silk	well	rose	noon	wall
cane	hill	sick	toes	hoop	barn
lane	bill	wick	fire	hook	yarn
gate	skin	kick	wire	puss	lard
mate	lock	lick	beer	boot	crow
side	sock	desk	here	shoe	snow
wide	frog	she	then	two	stove
hive	corn	tree	when	bind	drove
kite	horn	thee	them	find	toast

LESSON 18.

but ter	cra dle	but ton	sun day	doc tor
sup per	ta ble	mut ton	mon day	par lor
sum mer	la dle	lem on	fri day	cot ton
din ner	can dle	mel on	hon ey	les son
dip per	han dle	wag on	cher ry	rob in
win ter	rat tle	jack et	mud dy	stock ing
cel lar	sad dle	pock et	tal low	kit ten
pep per	ap ple	buck et	el bow	flan nel
let ter	bot tle	mit ten	pil low	shov el
col lar	stop ple	chick en	win dow	blank et
cop per	pic kle	gar den	wil low	tum bler
lad der	thim ble	bon net	wid ow	tim ber

LESSON 19.

rain	meal	bird	boat	house	sheep
pain	veal	girl	loaf	mouse	sheet
grain	bean	dish	soap	spoon	teeth
chain	leaf	fish	toad	broom	brass
meat	drum	clock	latch	goose	grass
seat	plum	frock	patch	tooth	glass
smoke	moist	light	skate	spring	breast
choke	hoist	might	whale	string	breath
globe	pause	sight	brisk	squint	spread

LESSON 20.

trout	sneeze	chest	horse	crook
spout	freeze	sheft	straw	straw
cheek	cheese	fence	watch	could
sweep	leaves	bread	noise	would
cream	wheat	chair	brook	should
dream	wheel	their	school	which

LESSON 21.

Familiar compound words, forming syllables, are the easiest combinations for children.

cob web	sun rise	fish hook	bean pole
cow pen	sun down	snow ball	silk worm
pop gun	saw mill	rail road	sun beam
cat nip	bur dock	blue bird	man hood
sun set	cow slip	wind mill	post age
nut meg	pan cake	sand bank	ink stand
may day	bed post	band box	mid night
hay mow	pea cock	rain bow	horse back
tea cup	bed room	play day	fire fly
tea pot	sky lark	play mate	flag staff
saw log	oat meal	foot ball	noon day
pen man	boy hood	snow bird	snake root

LESSON 22.

bub ble	prim er	cac kle	pud dle	rob in
bun dle	hin der	pad dle	mid dle	ser mon
tum ble	pim ple	cam el	spec kle	sta ble
buc kle	fid dle	scat ter	blus ter	peb ble
bet ter	kin dle	clat ter	sput ter	bi ble
beg gar	tic kle	chat ter	sil ver	an kle
fet ter	crip ple	mat ter	flat ter	a pron
moth er	suck er	rab bit	mag pie	fil bert
broth er	slum ber	rad ish	man go	tip pet
lob ster	plun der	grav el	dam son	lin net
pop lar	mus tard	gan der	chap el	liv er

CHAPTER IV.

LESSON 1.

da ta	vi al	na vy	si zy	lu cy
la va	ri al	bo ny	ti dy	du ly
ga la	di al	po ny	mi ry	du ty
pi ca	re al	pu ny	li my	ho ly
so fa	bi as	za ny	fu ry	ro sy
bu bo	ri ot	la dy	ju ry	po sy
he ro	di et	la zy	to ry	fu el
sa go	po et	ha zy	va ry	du el
so lo	po em	ma zy	ha lo	fi at
ty ro	ru in	do zy	ca to	li ar

LESSON 2.

hide	fade	take	raze	hole	lure
ride	wade	sake	maze	pole	pure
nice	page	name	robe	joke	kine
mice	rage	tame	lobe	poke	sine
torn	help	limp	bump	harp	act
worn	yelp	crimp	pump	sharp	fact
burn	lamp	romp	wisp	gasp	heft
turn	camp	pomp	crisp	clasp	lest

LESSON 3.

do tal	ve nal	po lar	ca per	so cal
to tal	pe nal	so lar	pa per	to per
lo cal	mu ral	fa vor	ta per	vo ter
vo cal	re gal	sa vor	pi per	ro ver
bo ral	le gal	pa gan	vi per	o ver
na tal	pa pal	ro man	la ver	o ral
fa tal	na sal	hu man	wa fer	o pal
fi nal	mo dal	fe ver	ci der	o men
vi tal	pe dal	le ver	so ber	o pen
dab ble	med dle	dan gle	pow er	ber ry
daz zle	ped dle	jan gle	dow er	ser ry
drib ble	rip ple	span gle	tow el	hur ry
driz zle	tip ple	tan gle	vow el	flur ry

SPELLING LESSONS.

LESSON 4.

a hate	be gin	de note	re bate	se date
a base	be dim	de vote	re late	se duce
a maze	be tide	de lude	re fine	se cure
a bode	be time	de nude	re cline	se clude
a dore	be side	de rive	re vive	se rene
a lone	be hind	de prive	re vile	se vere
a live	be low	de ny	re fute	se crete
a like	be stow	de fy	re buke	se cede

LESSON 5.

e late	in tent	im port	con dole	en gage
e vade	in vent	im plore	con sole	en rage
e lute	in vest	im pute	con voke	en due
e lude	in sect	im pure	con fine	en sure
e lope	in ject	im brue	con nive	en dure
e rode	in tend	im pede	con trive	en sue
e voke	in sult	im bibe	con fute	en robe
e rase	in struct	im ply	con sume	en slave

LESSON 6.

bi corn	ex tend	pre clude	pro mote	mis take
bi form	ex tent	pre pare	pro duce	mis place
bi fold	ex pel	pre sage	pro cure	mis name
bi fed	ex pect	pre sume	pro fane	mis rule
bi ped	ex press	pre side	pro vide	mis date
bi valvo	ex cess	pre cise	pro long	mis lay

LESSON 7.

com pare	col lapse	per vade	sub tend	dis tress
com port	col lect	per sume	sub due	dis miss
com pose	col lide	per tuse	sub lime	di vest
com pete	col lude	per spire	sub scribe	di vert
com plete	co act	sur vive	sus pend	sup port
com pute	co mate	sur prise	sus pense	sup pose
com it tue	co here	sur mise	sus pect	trans act
com pile	co erce	sur round	sus tain	trans gress

EXERCISES IN READING.

EXERCISE 1.

am I to go in ? is he to do so by me ? it is so.
 I am to go in. he is to do so by me. so it is.
 is he to go in ? so he is to do by me. is it so ?
 he is to go in. to me so he is to do. so be it.
 is he to go on ? he is to go. is he to go by me ? he is.
 lo, it is an ox. it is an ox. so it is an ox. I am to be in.
 an ox is to go. so he is to go on by us to it. he is to go
 do it as if to my ox. or to me. to me do it as to us.

EXERCISE 2.

my cat has one lop ear. the rat can not out run the cat.
 did you see my pet cat ? the fox can not out run the dog.
 no, I did not see her. the boy can not out run the man.
 she is not an old cat. the man can out run the boy.
 did you see our cow ? did you see my new hat ?
 is she not a red cow ? is your hat a new one ?
 she is not a red cow, it was new when I had it,
 as you may now see. but it is not so new now.
 if you will in the hall see our old cook.
 go to mill by the wall what a kind look.
 up the rill it did fall how still she stood,
 on the hill. on us all. and got her wood.

EXERCISE 3.

No one can tell how long he may live.

Sin will lead us to pain and wo.

A bad life will make a bad end.

Love that which is good and shun vice.

Help such as want help and be kind.

What you learn when young, you will not forget if
 you live to be old.

If you want to be good, wise, and great, read with
 care such books as have been made by good and wise
 men ; think of what you read in your spare hours ; be
 brisk at play ; but do not waste your time in bed.

SPELLING LESSONS.

LESSON 8.

ab sent	al um	as per	en ter	ez ra
ab scess	al gid	as pen	en try	es say
as cent	am ber	at las	ev er	im age
ac tive	am bit	at om	ev et	im port
ad der	an il	em ber	ex it	in dex
ad it	an vil	em met	ex ile	in jure
an ise	ob long	op tic	ud der	ut ter
ax is	ob ject	or ange	un der	ug ly
of fer	oc tant	or bat	ul eer	in ner
of fice	oc tave	ot ter	ul nar	in ter
ol ive	on set	ox ter	um ber	el der
om ber	on ward	ox en	up per	um bo

See *tion*, *sion*, &c. page 10th.

na tion	gra cious	par tial	sa tiate
ra tion	spa cious	nup tial	so ciate
mo tion	lus cious	so cial	gre cian
no tion	cap tious	pa tient	o cean
pen sion	fac tious	quo tient	mer sion
ten sion	fie tious	an eient	ter tian
ver sion	cau tious	tran sient	

LESSON 9.

o me ga	no ti fy	ra di us	in di go
ar ma da	pu ri fy	ra pi er	in fa my
ca na ry	fu na cy	jo vi al	in ju ry
pe ta to	pi ra ey	la bi al	cu ra ey
te de um	pa pa ey	me ni al	mu ti ny
de ni al	no ta ry	pe ri od	re al ly
am pu tate	du bi ous	li ba tion	ter na do
ad vo cate	eu ri ous	lo ca tion	tor pe do
mae nate	fu ri ous	vo ca tion	bra va do
mod u late	se ri ous	ne ga tion	lum ba go
pop u late	te di ous	re la tion	vi ra ge

EXPLANATIONS FOR THE TEACHER.

By an *abstract* definition, we mean such an one, as imparts the signification of a word, in itself considered, irrespective of its applications, or uses. Thus, Dr. Webster defines congruence, coincidence, harmony, stipulation, and covenant, by the same word, *agreement*, which is a correct definition of each of the above words, when taken independently of the *sense*, in which they severally imply, *agreement*. It is, therefore, an *abstract* definition. Dr. Webster says, "In school dictionaries, we must necessarily omit subordinate senses, and particular uses." Accordingly we find by computation, he has, in his school dictionary, defined about 9,000 words, by one, or by two others of synonymous import, all of which are *abstract* definitions. Walker has defined about 11,000 in the same manner, and Johnson 8,000.

When the best abstract definition is learned, the child will readily perceive the different applications of such words wherever he sees, or reads them in their proper connection with others. Thus, *acuteness*, is defined by *sharpness*, without specifying in *what* it consists, or to *what* it applies, whether the sharpness of a knife, of vinegar, of pain, or perception. But when the scholar reads of the acuteness of a man's perceptions, the acuteness of sounds, or the acuteness of the pain in his tooth, he instantly perceives the particular *sense*, in which *acuteness*, in each case, implies *sharpness*.

The knowledge of words, like all other knowledge, can be acquired perfectly, in *no way* short of a successive and gradual advancement, step by step, from the first plain and literal signification, up to the figurative senses, and varied applications.

MODE OF SPELLING AND DEFINING.

In the following spelling lessons, when there are but two columns, each word in the *first* one, is to be defined by its opposite one in the *second*, using the word *implies*, or such expression, as would be applicable: thus, *fruition*, (implies)

enjoyment. If there are three columns, the word in the *first* is defined by the other two words, standing opposite, in the *second* and *third* columns, thus: *lively*, (implies) *active* or *brisk*.

The class will, therefore, study and spell **ALL** the words in each column, but *only define* those in the *first* column, according to the following examples. To the definition thus given in the *book*, the pupils will add what more they can; or the teacher may, and *ought* to exercise them, in giving examples of the *different senses* in which the word may properly be used.

EXAMPLE OF TWO COLUMNS.

gallantly, compound,	bravely, mixture,	defraud,	cheat,
		disperse,	scatter.

Defined thus: *gallantly*, (implies) *bravely*. A *compound*, (implies a) *mixture*. To *defraud* (implies to) *cheat*. To *disperse* (implies to) *scatter*.

EXAMPLE OF THREE COLUMNS.

concise, pallid,	brief, pale,	short, wan,	fissure,	chasm,	cleft,
			labor,	toil,	work.

Defined thus: *concise* (implies) *brief* or *short*. *Pallid*, (implies) *pale* or *wan*. A *fissure* (implies a) *chasm* or *cleft*. To *labor* (implies to) *toil* or *work*.

In defining adjectives and adverbs, the scholar may say, (implies.) In defining nouns, (implies a.) But in defining verbs, (implies to;) or he may substitute such other *terms*, as his teacher thinks most applicable in the case.

In the terminations, *gue*, *que*; *ue* is mute, except in *ague*, *argue*. In most other cases, *ue* final, is like *ü*, as in *due*, *true*.

arch, before a vowel, is like *k*, as *arch-angel*. Before a consonant, it is like *tsh*, as in *arch-bishop*.

ei, before *n*, *gn*, *gh*, *ght*, in the same syllable, and *ey* under accent, are commonly like *a*, as in *rein*, *deign*, *eight*, *they*; sometimes like *ē*, in *seize*, or short *i*, in *height*.

oa, is like *ō*, in *boat*, with few exceptions, as *broad*. *eo*, is like *ē*, in *people*, or short *u*, in *surgeon*.

CHAPTER V.

The scholar need not be confined exclusively to the words of collateral meaning, in the columns, but may name such other words of relative import, or explanatory sentences, as may occur to him. This will be a useful exercise, which a little practice will render both easy and interesting.

Let the following be kept in view in aid of pronunciation, and the exceptions that occur will readily be noticed.

ea, ei, ie, in roman letters, are like the first sound of *e* ;
as fear, seize, tier.

ea, ie, with *a, i*, in italic, are like the 2d sound of *e* ; as
dead, friend.

ea, ei, with *e, i*, italic, resemble the first sound of *a* ;
as pear, vein.

ei, has several exceptions ; as counterfeit, sovereign.

oa, ou, ow, oe, with *o, u, w, e*, italic, are like the 1st
sound of *o* ; as toast, soul, flow, toe.

eau, ue, ieu, ui, with *ea, e, ei, i*, in italic, are like the
1st sound of *u* ; as beauty, true, adieu, fruit.

ou, with *o*, italic, is like the 2d sound of *u* ; as in country.

ou, in roman, and marked 1, is like *oo* ; as soup 1.

eau, in roman, is like the 1st sound of *o* ; as beau.

ai, ay, are generally like 1st sound of *a* ; as pain, day.

ei, with *e*, italic, is like 2d sound of *i*, in mischief, ex-
cept as a termination, where it has the 1st sound of
i ; as pie, die &c.

ui, with *u*, italic, is like 1st or 2d sound of *i* ; as
built, guide.

o, in the termination *ous*, is silent.

e, final, is either silent, or serves to lengthen a fore-
going vowel.

French i, like *ee*, is marked 2, as pique 2.

CHAPTER VI.

Every child in his course of instruction in primary schools, is required to spell the *tables of words* in his book, *many times*, over and over again; and it is scarcely possible he should be exercised *each time*, according to the above method, without distinctly acquiring one or more of the prominent, leading significations of a great majority of those words. And we think it cannot be shown, that such a course would not lay the **EARLIEST** and the **BEST** foundation, the age of the scholar *will admit*, to become well versed in a knowledge of the English language.

SECTION 1.

ALWAYS define the 1st column by the 2d, but never define the 2d by the 1st. See page 22d.

Nouns.		Nouns.		Adjectives.	
beak	bill	harm	hurt	bland	mild
brim	rim	hide	skin	blank	void
bile	gall	heap	pile	bleak	cold
brute	beast	jest	joke	big	large
bush	shrub	lunge	thrust	broad	wide
boon	gist	kirk	church	chaste	pure
boss	knob	lad	boy	crude	raw
coast	shore	loop	noose	erst	first
cowl	hood	lout	clown	fain	glad
dread	fear	maize	corn	fleet	swif
flesh	meat	noun	name	harsh	rough
flaw	crack	pawn	pledge	null	void
fib	lie	peak	point	non	not
some	smoke	prong	tine	prime	first
glee	mirth	quest	search	pert	brisk
glebe	soil	rind	bark	snug	close
sack	bag	space	room	vast	great
bulk	size	den	cave	brief	short
flame	blaze	glade	lawn	calm	still
guile	craft	pest	lague	lax	loose
sol	sun	polt	blow	tart	sour
van	front	staff	cane	sleek	smooth

VERBS OF ONE SYLLABLE.

blink	wink	plunge	dive	streak	stripe
doze	drowse	purge	cleanse	sip	sup
duck	dip	press	squeeze	twirl	whirl
fetch	bring	quash	crush	veer	turn
flinch	shrink	querl	twist	vend	sell
float	swim	rap	knock	warp	twist
ford	wade	rear	raise	wrap	fold
flit	fly	rent	lease	wield	sway
flop	flap	rinse	wash	woo	court
frisk	skip	reign	rule	blast	blight
flag	droop	rub	wipe	blink	wink
gaze	stare	skate	slide	butt	bunt
grieve	mourn	scrimp	scant	beat	strike
gripe	pinch	stint	stunt	chat	talk
halt	stop	shift	change	cede	yield
heed	mind	singe	scorch	champ	chew
hail	call	siss	hiss	hum	buzz
leap	spring	shut	close	hoist	raise
jade	tire	test	try	leave	quit
kink	twist	smut	black	plight	pledge
knit	link	snarl	growl	rid	free
lade	load	slake	quench	swoon	faint
leer	squint	slay	kill	scour	scrub
lend	loan	slap	box	pelt	beat
miss	fail	smite	strike	whoop	shout

Nouns.

Verbs.

arc	arch	curve	bounce	leap	jump
aye	yea	yes	crimp	crape	curl
beach	strand	shore	clinch	grasp	seize
blot	spot	stain	creak	screak	squeak
branch	bough	limb	deem	think	judge
bog	fen	marsh	drag	draw	haul
brack	chink	crack	drench	steep	soak

He that giveth to the poor, lendeth to the Lord.
God will bless those who are kind to the poor.

WORDS OF ONE SYLLABLE.

cramp	crick	spasm	delve	grub	dig
crest	tuft	plume	drub	flog	whip
chit	shoot	sprout	fuse	smelt	melt
clod	sod	turf	fadge	fay	fit
dot	speck	spot	flirt	cant	toss
dike	trench	ditch	glide	slide	slip
fang	tusk	tooth	gibe	fleer	sneer
feat	deed	act	gull	dupe	trick
fosse	moat	ditch	friz	crisp	curl
fun	sport	play	fling	cast	throw
garb	dress	clothes	hurl	sling	fling
globe	sphere	ball	jeer	flout	scoff
haze	fog	mist	mash	smash	crush
need	lack	want	plod	drudge	toil
path	road	way	rive	cleave	split
sprig	shoot	twig	soar	mount	rise
spume	froth	foam	scream	screech	shriek
skein	hank	knot	seek	search	hunt
blur	spot	stain	vaunt	boast	brag

fish can swim and sport.
birds can fly and sing.
lambs can frisk and skip.
boys can slide and skate.

how do you do ?
I am quite well.
how is your ma ?
she is not well.

come to me, my good boy.
can you read your book ?
John, how old are you ?
I was six last month.

how fast puss runs !
she sees a mouse.
puss can smell mice,
and see them in the dark.

my son, let us go out.
we can see the birds.
do you hear them sing ?
see that fine red bird.

rain makes grass grow.
the sun shines warm.
it may rain more,
as it is so warm.

Good boys and girls love to learn their books.

SECTION 2.

Nouns.		Nouns.		Parts of animal bodies.
babe	in' fant	rage	fu' ry	
bard	po et	soul	spir it	arm
bet	wa ger	shoal	shal low	bone
beeves	cat tle	sty	hog pen	back
coin	mon ey	spunk	touch wood	brow
chinch	bed bug	splint	splin ter	brain
cote	sheep fold	scrawl	scrib ble	breast
copse	brush wood	sire	fa ther	chin
crib	man ger	ton	fash ion	cheek
dearth	fam ine	trice	in stant	ear
frill	ruf fle	trump	trump et	eye
gauge	meas ure	vest	jack et	fist
grace	fa vor	worth	val ue	foot
grot	grot to	zest	rel ish	head
host	ar my	bale	pack age	hand
hue	col or	bunch	clus ter	hip
hilt	han dle	cave	cav ern	heel

hunks	mi' ser	kin	kin' dred	joint
hose	stock ings	chance	for tune	jaw
knoll	hil lock	cloak	man tle	knee
leave	li cense	hut	cot tage	leg
lunch	lunch eon	pale	pick et	lungs
mount	mount ain	pass	pass age	mouth
mart	mar ket	realm	king dom	neck
mead	mead ow	sex	gen der	nose
morn	morn ing	shed	hov el	vein
nought	noth ing	shade	shad ow	shin
one	u nit	strife	con test	spine
orts	ref use	trill	qua ver	scalp
reins	kid neys	speech	dic tion	toe
rags	tat ters	dawn	day spring	thumb
gift	pres ent	debt	deb it	teeth
gulf	a byss'	ant	em met	waist

Nouns.		Nouns.		Persons and occupations.
as cent'	rise	wa' ges	hire	
a mount	sum	fash ion	form	bar ber
be lief	faith	fi nis	end	bra sier
ca reer	race	fu el	wood	coop er
co quette	jilt	frac tion	part	coll ier
es cape	flight	fri ar	monk	chand ler
in trigue	plot	ful crum	prop	cloth ier
mo rass	marsh	flam beau	torch	dra per
men' ace	threat	gam mon	ham	farm er
an' them	hymn	ge nus	class	gla zier
ban quet	feast	gul let	throat	gro cer
bagn io	bath	hur dle	crate	huck ster

be' som	broom	ker' nel	seed	hat ter
bor der	edge	mon arch	king	join er
brisk et	breast	muz zle	mouth	lim ner
bul lock	ox	op tion	choice	ma son
bul let	ball	pig my	dwarf	mi ner
bun dle	roll	pig ment	paint	mill er
bur den	load	por tion	part	mer chant
bob bin	spool	pros pect	view	nail er
can on	law	pur view	scope	paint er
con tact	touch	ra dix	root	pot ter
cord age	ropes	ra ment	clothes	saw yer
cov ey	brood	rab ble	mob	sad dler
cut purse	thief	slat tern	slut	shep herd
cy cloid	curve	sig nal	sign	tin ner
cyg net	swan	seign ior	lord	tan ner
nar rows	straits	scru toir	desk	tai lor
sen' night	week	su et	fat	tink er
sew er	drain	spel ter	zinc	weav er
si lex	flint	stream let	rill	smith
stat ute	law	text ure	web	wright
stat ure	height	to ken	sign	car pen ter
scab bard	sheath	vis ion	sight	mil li ner
pas time	sport	o bit	death	

Verba.

Verba.

Things
known.

bread
beef
broth
bean
bowl
cake
cheese
cream
fish
fork
food
grain
ham
knife
milk
meat

hob' ble	limp	shud' der	quake
jog' gle	shake	shriv' el	shrink
num' ber	count	squan' der	waste
pam' per	glut	strag' gle	stroll
pon' der	muse	sun' der	part
pur' chase	buy	swad' dle	swathe
riv' et	clinch	tan' gle	snarl
ri' fle	rob	with' er	fade
seru' ple	doubt	be smear'	daub
am' ble	pace	con' cede	yield
blos' som	bloom	con' front	face
ca' per	skip	con' fide	trust
cen' sure	blame	con' ceive'	think
chuc' kle	laugh	con' struct	build
clam' ber	climb	com' mend	praise
coz' en	cheat	de' mand	claim
des' tine	doom	de' fray	pay
doub' le	fold	de' terge	cleanse

fam' ish	starve	en' tice'	tempt	pea
hud' dle	crowd	en' gage	pledge	pork
trav' erse	cross	ex' pend	spend	plate
tor' ture	rack	ex' tend	reach	rye
im' brown'	tan	e' vince	prove	rice
in' vest	clothe	im' plead	sue	soup 1
in' cline	lean	red' den	blush	spoon
in' fect	taint	cob' ble	botch	salt
in' struct	teach	re' flow'	ebb	shad
pe' ruse	read	cav' il	carp	trout
per' mit	let	en' vy	grudge	tea
pur' loin	steal	strug' gle	flounce	toast
re' spire	breathe	hast' en	hie	veal
at' tempt	try	qui' et	lull	wheat
ran' sack	search	meas' ure	mete	oats
a' void'	shun	dis' like'	hate	pie
con' trive	scheme	mis' take	err	tart
dis' dain	scorn	per' form	do	

Verbs.		Adjectives.		Species of plants.
sa lute'	greet	ab' ject	mean	
cre ate	make	ar id	dry	balm
des cry	spy	az ure	blue	bean
dif fuse	spread	au burn	brown	beet
be deck	deck	cer tain	sure	brake
con demn	doom	cal lous	hard	chess
pre tend	feign	cloth ed	clad	cress
fright' en	scare	du al	two	dill
har vest	reap	filth y	foul	dock
i dle	lounge	frig id	cold	fern
lan guish	pine	griz zle	gray	flag
mar ry	wed	lar board	left	flax
men tion	name	lu cid	bright	fitch
si lence	hush	mea ger	lean	gourd
sum mon	cite	mi nor	less	hemp
tar ry	wait	nov el	new	hops
val ue	prize	mer ry	blithe	kale
wan der	stray	crook ed	crump	mint

an' chor	moor	loy' al	liege	moss
min ute	note	slen der	slim	pink
suc kle	nurse	dec ade	ten	rush
plun der	sack	a lone'	sole	reed
bat ter	bruise	a cute'	sharp	rue
re pair'	mend	bru nette	brown	sage
re pose	rest	com pact	dense	sedge
re press	crush	ex empt	free	tares
de coct	boil	de funct	dead	thyme
sharp' en	whet	dis creet	wise	grain
ru in	wreck	hu mane	kind	corn
de ceive'	dupe	mi nute	small	oats
re gret	rue	pro found	deep	rye
puz' zle	pose	re plete	full	wheat
ap pear'	seem	ro bust	strong	pease
ex plain	solve	se cure	safe	beans
dis cuss	moot	re miss	slack	rice

Adjectives.		Verbs.		Tree and its fruit.
oc' tave	eighth	at tire'	dress	its fruit.
pet ty	small	as cend	rise	date
poign ant	sharp	as sess	tax	fig
pro lix	long	a dapt	fit	grape
rab id	mad	be queath	will	plum
rap id	swift	be rate	scold	prune
rug ged	rough	com pel	force	peach
sa ble	black	com pound	mix	pear
scar let	red	dis till	drop	quince
skit tish	shy	es py	see	Treea
sim ple	plain	im pinge	dash	ash
si lent	still	in flate	swell	box
tar dy	slow	re strain	check	be·ech
ti dy	neat	em brace	clasp	birch
to tal	whole	bar' ter	trade	cork
cor rect'	right	bal lot	vote	elm
im mense	vast	ban quet	feast	fir
suc cinct	brief	sa tiate	cloy	holm
se rene	calm	tram ple	tread	oak
ob tuse	blunt	slum ber	sleep	

(1.) When the boys had found the nest, they did not see how they should get up to it, it was so high.

(2.) But one boy, whose name was Pe-ter Price, said he would climb the tree.

(3.) Then he got a board, and put one end of it on the tree, and stood up on the board, and was now nearly as high as the limb on which the nest was.

(4.) Then he sprang up, and crept with his hands and knees a-long the limb of the tree till he got near the nest.

(5.) But just as he put out his hand to take the nest, the limb broke, and down came Pe-ter, and the nest, and the eggs; and far off the poor bird flew, and they saw no more of her.

LESSON 1.

Has she fed the hen ? The dog ran for the fox.
 She has fed the hen. The fox ran by the dog.
 How the hen can run ! The man shot at the fox,
 See how she can run. But did not kill him.

LESSON 2.

Do you see the mad dog ? Jane has a rose.
 Do not go to him now. The rose is red.
 He is mad and may bite. Do you see it ?
 See how bad his eyes look. It is a red rose.

LESSON 3.

You may get my hat. Your pen is not good.
 Now give it to me. Let me mend your pen.
 Your cap is a red cap. Now you may try it.
 My hat is not a red hat. Is it a good pen now ?

LESSON 4.

The cat and the rat. The cat bit the rat.
 The maid and her cow. The maid fed her cow.
 The man with his dog. The man whipt his dog.
 And what did they do ? And that is all I know.

LESSON 5.

The bat eats flies. The cow eats hay.
 The cat eats mice. The horse loves oats.
 The pig drinks milk. But good boys and
 The dog eats bread. Girls must have cake.

LESSON 6.

Do not hurt the babe. Ann had a frock.
 See how the babe smiles. Jane had a doll.
 You may kiss his cheek. Tom had a top.
 He is a nice sweet babe. I had my book.

LESSON 7.

When you make a bow See the cat play.
 Do not bend so low. She has a mouse.
 That is not the way Poor mouse, puss will
 To make a good bow. Kill and eat you soon.

CHAPTER VII.

SECTION 1.

	Verba.		Words of opposite meaning.
rest'	seize	stop	ab' sent pres' ent
sist	aid	help	cheer ful so ber
hold	view	see	cen tre sur face
stow	give	grant	con vex con cave
wail	wail	moan	dam age prof it
om pel	drive	force	doub le sin gle
on vert	change	turn	eld est young est
e spoil	strip	rob	free dom slave ry
n merse	whelm	plunge	friend ly hos tile
n flect	bend	crook	for mer lat ter
la ment	mourn	grieve	feel ing numb ness
pro pel	push	shove	hith er thith er
pro cure	gain	get	home ly hand some
re tain	hold	keep	ho ly sin ful
buf fet	box	slap	hast en loit er
col or	stain	dye	hil ly lev el
cow er	crouch	stoop	im port ex port
crip ple	maim	lame	in let out let
grov el	crawl	creep	in come out go
hec tor	tease	vex	i dle bu sy
min gle	blend	mix	mi ser spend thrif t
pi lot	guide	steer	mat ter spir it
pil fer	filch	steal	ma jor mi nor
scat ter	strew	sow	nim ble clum sy
scamp er	scud	run	o pen clos ed
tat tle	blab	prate	ost en sel dom
tow er	sour	rise	love ly hate ful

did you see the boy ?
 did you get the toy ?
 can you eat an egg ?
 can you go to bed ?
 will you speak the truth ?

can you fly a kite ?
 can you run a hoop ?
 can you play at ball ?
 can you read a book ?
 do you love to read ?

	Verba.		Words of opposite meaning.
jock' ey	trick	cheat	lav' ish fru' gal
la bor	toil	work	pa tient fret ful
ram ble	roam	rove	pub lic pri vate
Nouns.			
bal lad	lay	song	sum mer win ter
bil low	surge	wave	sim ple com plex
ca price'	freak	whim	si lent nois y
clang' or	clang	clank	slack en quick en
crev ice	chink	crack	up per un der
dam sel	lass	girl	wis dom fol ly
fig ure	form	shape	ze nth na dir
fil ly	foal	colt	ad vance' re treat'
fair y	elf	sprite	a dopt re ject'
fi s sure	chasm	cleft	a bove be low
sount' ain	font	spring	a fore a baft
gir dle	belt	sash	af firm de ny
im post	toll	tax	be fore be hind
lath er	froth	suds	de grade ex alt
leav en	barm	yeast	di rect in verse
mis chief	harm	hurt	di verge con verge
mar gin	verge	brink	dis sent con sent
noz zle	snout	nose	en camp de camp
of fice	charge	trust	in duce e duce
o dor	scent	smell	in crease de crease
pow er	might	strength	in hale ex hale
priv on	gaol	jail	in spire ex pire
pud dle	podge	splash	pro fane hu' man

Do not play with a gun, for there may be a ball in it.

Do not play with a wasp, for he may sting you.

Aim well, and you will be sure to do well.

Ants and bees lose no time.

Time and tide wait for no man.

Do your work first, and play when you have done.

Nouns.			Adjectives.		
quar' rel	feud	broil	coup' le	pair	two
rus tic	churl	boor	cun ning	shrewd	sly
rid dle	screen	sieve	e vil	ill	bad
rupt ure	breach	break	flac cid	lax	loose
spe cies	sort	kind	flesh y	gross	fat
sor row	grief	woe	gloss y	smooth	sleek
slug gard	drone	mope	health y	hale	sound
spig ot	spile	peg	lim pid	clear	pure
va por	mist	fog	nim ble	quick	spry
val ley	dale	glen	pal lid	wan	pale
vis age	phiz	face	qui et	cal m	still
ves tige	trace	mark	si lent	mute	whist
mid dle	maid	midst	sol id	firm	hard
Adjectives.			con cise'	brief	short
ac' id	tart	sour	ex pense	cost	price
bux om	gay	brisk	di rect	straight	right

LESSON.

make no bets.
play no tricks.
do not swear.
do not steal.
do not cheat.
do not lie.
do not fight.
do not scold.
learn to read.

tell no tales.
use no bad words.
love all men.
be kind to all.
do good to all.
hurt no one.
do no vile thing.
love your book.
think what you read.

rise with the sun. put on your clothes. wash your face clean. brush your teeth. comb your hair. clean your shoes. pare your nails if they need it. get your task. take pains to have it well. go to school in time. do not play by the way. you can play at noon. play with good boys. play where you are bid. do as you are bid, and you will be a good child.

SECTION 2.

Nouns.

an' gle cor' ner wa ter bow man tū mult mad house flow er cour age broth ers sul phur slaugh ter vil lain gir dle cir cuit mixt ure pi rate com bat cir cle giv er duke dom ty rant coup let mes sage bend ing sa vor fail ing fore sight tun nel li quid gib bet wim ble is sue tra der tow el sweet meat wood nymph

Nouns.

alms' house in gress in mate in stant i ris junc tion lar gess laun dry loo by lug gage lus tre man sion mag net moist ness mor sel na tron pas tor pus tule pli ers pot tage prow ess quad rant que ry rack et re gent rel ict rub bish sab bath scoff er sci ence sol stice thick et ses sion pon tiff ruff ian

poor' house en trance lodg er mo ment rain bow un ion boun ty wash room lub ber bag gage bright ness dwell ing load stone damp ness mouth ful so da shep herd pim ple pin cers por ridge val or quar ter ques tion clam or rul er wid ow ru ins sun day scorn er knowl edge trop ic for est sit ting high priest cut throat

Nouns.

Adjectives.

scrip' tures	bi' ble	ag' ile	ac' tive
sin ew	ten don	ac rid	pun gent
si ren	mer maid	ar dent	fer vent
skep tic	doubt er	bale ful	wo ful
spon sor	sure ty	brill iant	splen did
ten sion	tight ness	bon ny	hand some
thresh old	door sill	ce rate	wax en
ton sure	shav ing	caus tic	burn ing
tor por	numb ness	diz zy	gid dy
tru ant	i dler	dor mant	sleep ing
tran script	cop y	drear y	dis mal
treat ment	u sage	e ven	lev el
twee zers	nip pers	er go	there fore
tu mor	swell ing	fac ile	ea sy
us tion	burn ing	frag ile	brit tle
vel lum	parch ment	fu tile	use less
vest ure	gar ment	fla grant	gla ring
un guent	oint ment	gen ial	cheer ing

ac cess'

auc' tion

cre dence

in cense

lect ure

plaud it

rel ics

scan dal

za ny

ad vice'

ca bal

bou quet 1

de light

de fault

ma chine 2

pa pa

ra vine 2

ap proach'

ven due

be lief

per fume

dis course

ap plause

re mains

of fense

buf foon

coun' sel

jun to

nose gay

pleas ure

fail ure

en gine

fa ther

val ley

hor' rid

ja cent

jun ior

lan guid

la tent

list less

must y

nas ty

neu ter

no cent

oft en

old en

peace ful

pet tish

sim ple

pli ant

quag gy

shock'ing

ly ing

young er

droop ing

hid den

heed less

mold y

filth y

nei ther

hurt ful

fre quent

an cient

qui et

fret ful

art less

lim ber

mi ry

Adjectives.

pi'ous	god'ly	a dieu'	fare well'
pal try	worth less	a drift	a float
pu ny	feeble	a thwart	a cross
rue ful	wo ful	e rect	up right
rud dy	red dish	en core	a gain
sel dom	rare ly	gen teal	po lite
serv ile	slavish	dis claim	dis own
sil ly	foolish	ob scene	un chaste
sleaz y	flim sy	ob lique	a slant
shab by	ragged	am'ple	large
ster ile	barren	speed y	hast y
tab by	brindled	fee bly	faint ly
tip sy	groggy		Verba.
tac it	si lent	ac cost'	ad dress'
tep id	luke warm	ad judge	a ward
test y	fret ful	al lot	as sign

tim' id	fear' ful	al ledge'	as sert'
touch y	peevish	an nex	af fix
wa ry	cautious	an nounce	pro claim
cheer ly	cheerful	a bash	con fuse
a droit'	dex trous	af front	of send
a non	quickly	ap peal	re fer
a way	ab sent	ap pend	at tach
be neath	un der	as pire	de sire
be yond	far ther	as sail	at tack
con junct	join ed	a vaunt	be gone
di vine	god like	be troth	es pouse
ex pert	skill ful	be reave	de prive
for sooth	tru ly	de pict	de scribe
for lorn	hope less	com bine	u nite
in a ne	emp ty	com mute	ex change
in ert	slug gish	con dense	com press
mo rose	sul len	con cert	con trive
pa role	o ral	con coct	di gest
sub lime	loft y	ob scure	dark' en

Verbs.

col late'
con stringe
de mean
de fend
de base
de throne
de file
de hort
de tain
e clipse
e volve
en thrall
en trust
en croach

com pare'
con strict
be have
pro tect
de grade
de pose
pol lute
dis suade
with hold
ob scure
un fold
en slave
com mit
in trude

Verbs.

re hearse'
re coil
re form
re fund
re mise
re voke
re spect
re quire
so journ
sur vive
sus pect
se cede
ve neer
cur tail

re cite'
re bound
a mend
re pay
re lease
re call
re gard
de mand
re side
out live
mis trust
with draw
in lay
re trench

in bume'
in cense
in ter
im pugn
in "close
in "snare
mat treat
o mit
ob ject
per turb
por tray
pre dict
pre sume
pro claim
pro cure
pro gress
pr. pound
re bel
re found
re serve
er twine

en tomb'
en rage
de duce
at tack
sur round
en trap
a buse
neg lect
op pose
dis turb
de scribe
fore tell
sup pose
de clare
pro vide
ad vance
pro pose
re volt
con duce
re tain
en twist

can' ter
clat ter
cod dle
dal ly
hag gle
heark en
jab ber
mum ble
pes ter
rim ple
shat ter
stam mer
scuf fle
tit ter
tam per
tram mel
twin kle
van quish
wel ter
un twist'
re gale

gal' lop
rat tle
par boil
tri fle
man gle
list en
chat ter
mut ter
troub le
wrin kle
shiv er
stut ter
squab ble
gig gle
med dle
ham per
glit ter
con quer
wal low
un wind'
re fresh

Verba.

a base'
com pete
com plete
de lay
ex ult
for swear
im prove
in ter
ja pan
oc cur
per plex
pro niounce
re lax
re prieve
re spond
re strict
sub due
cred' it
cov et
ech o
fur nish
gath er
gov ern
man age
mer it
par don
hon or
in sert'
ex punge

hum' ble
ri val
fin ish
lin ger
tri umph
per jure
bet ter
bu ry
var nish
hap pen
puz zle
ut ter
slack en
res pit
an swer
lim it
con quer
be lieve'
de sire
re sound
sup ply
col lect
con troll
con duct
de serve
for give
re vere
set in
blot out

Verba.

be hoove'
de bar
de duct
ex clude
ha rangue
im peach
re but
re trieve
dis perse
es teem
ob serve
ran' som
rev el
rav el
suc cor
swin dle
tres pass
dic tate
saun ter
tac kle
quiv er
whim per

Nouns.

re cluse'
fu' sion
ven om
pre' text
as pire'
be set

her' mit
melt ing
poi son
pre tense'
aim at
hem in

If we lead a good life, we shall have no reason to fear death; but if our ways be bad, we must change them, or our end will be miserable.

God made us to bless us, and he will do so, if we love him, and try to do all that is good, just, and true.

SECTION 3.

	Verbs.		Words of opposite meaning.
a bide'	re main'	stay	
a muse	di vert	please	bash' ful bold
ac quire	ob tain	gain	bit ter sweet
ac cept	re ceive	take	bot tom top
be come	be fit	suit	bor row lend
con ceal	se crete	hide	crook ed straight
con temn	de spise	scorn	dirt y clean
de cōy	en tice	lure	ear ly late
dis robe	un robe	strip	e ven odd
de cease	ex pire	die	emp ty full
de nude	di vest	strip	fe male male
de sist	for bear	cease	fu ture past
dis may	ap pall	daunt	fic tion fact
es chew	a void	shun	hin der help
ex pel	e ject	oust	heav y light
im merge'	im merse'	plunge	heav' en earth
in dite	com pose	write	lim ber stiff
in vite	re quest	ask	ma ny few
per spire	ex ude	sweat	mo tion rest
re buke	re prove	chide	no ble mean
se lect	e lect	choose	plen ty scarce
sur vey	in spect	view	sor ry glad
sub sist	ex ist	live	shal low deep
suc cumb	sub mit	yield	sin ner saint
a larm	star' tle	fright	ten der tough
ca jole	whee dle	coax	vir tue vice
com mand	or der	bid	wo man man
de fy	chal lenge	dare	be gin' end
es cort	con voy'	guard	dark' ness light
ut' ter	pro nounce	speak	see ing blind

No man may expect to have friends unless he acts the part of a friend to others.

Good boys and girls love to learn their books.

Verba.				Articles of food.
ex haust'	emp' ty	drain	bunn	ba' con
fa tigue 2	wea ry	tire	crout	bis cuit
im bue	tinct ure	tinge	dough	but ter
pur sue	fol low	chase	flesh	break fast
re late	nar rate	tell	hash	catch up
bar' ter	traf flick	trade	loaf	cus tard
blus ter	swag ger	brag	mush	din ner
brand ish	flour ish	wave	samp	dump ling
drab ble	drag gle	trail	souse	flap jack
fos ter	cher ish	nurse	Drinks.	gru el
flour ish	pros per	strive	ale	mut ton
in jure	dam age	harm	beer	muf fin.
jos tle	jus tle	jog	flip	past ry
jin gle	tin kle	clink	gin	pud ding
li brate	bal ance	poise	grog	pic kle
lo cate	sta tion	place		pan cake

sul' ly	tarn' ish	soil	rum	sup per
throt tle	stran gle	choke	shrub	veni son
tot ter	stag ger	reel	sling	waf fle
vent ure	haz ard	risk	wine	
war ble	car ol	sing	Fish.	Drinks.
frus trate	de feat'	foil	bass	bran' dy
		Nouns.	dace	ci der
bod' ice	cors' et	stays	carp	clar et
ban ner	stream er	flag	chub	nec tar
car go	la ding	freight	cod	lis bon
car bon	char coal	coal	eel	per ry
chap let	gar land	wreath	ling	sher ry
cal dron	boil er	pot	perch	sher bet
chol er	an ger	ire	pout	sir up
dan dy	cox comb	fop	roach	tod dy
dan ger	per il	risk	ray	so da
dit ty	son net	song	shark	whis ky
dis trict	re gion	tract	whale	wa ter
drunk ard	to per	sot	white	to kay'

Nouns.		Birds and Fowls.		
em' bers	cin' ders	coals	brant	bit tern
cm blem	sym bol	type	crane	bust ard
fa vor	kind ness	grace	crow	buz zard
far del	bun dle	pack	daw	con dor
fur row	chan nel	groove	dove	cuck oo
gam bol	frol ick	prank	duck	cul ver
gath ers	puck ers	folds	drake	chick en
har bor	ha ven	port	finch	fal con
man ner	meth od	mode	goose	gan der
mam mon	rich es	wealth	gull	gos ling
mal let	bee tle	mall	grouse	how let
mon ey	spe cie	cash	hen	hum bird
out line	con tour 1	sketch	hawk	kill dee
per sons	peo ple	folks	jay	lin net
pop pet	pup pet	doll	kite	mar tin
ran cor	mal ice	spite	lark	mag pie
ras cal	scoun drel	knave	loon	os trich
sat' ire	sar' casm	taunt	owl	pig' eon
scrive ner	wri ter	scribe	quail	pheas ant
spec tre	phan tom	ghost	rook	rad dock
sub ject	top ic	theme	snipe	spar row
suf frage	bal lot	vote	stork	star ling
tat tle	gos sip	blab	swan	tur key
trunch eon	cud gel	club	thrush	vult ure
vir gin	maid en	maid	wren	wid geon
viz ard	vi sor	mask	ea gle	cor mo rant
de fect'	blem ish	fault	her on	chan ti clear
de sign	pur pose	plan	par rot	man i kin
de cree	e dict	law	ra ven	pel i can
de vice	pro ject	scheme	rob in	ca. na' ry
ef fects	chat tels	goods	teal	swal' low
ho tel	tav ern	inn	tern	snow bird

Boys and girls should learn all they can while young, as it may do them much good if they live to be old. Do you wish to become wise?

Adjectives.			Weapons of War.	
dul' cet	lus' cious	sweet	balls	bil' bo
frac tious	snap pish	cross	darts	cut las
gal lant	val iant	brave	dirks	car bine
stur dy	hard y	strong	guns	can non
squal id	sor did	foul	pikes	dag ger
swarth y	taw ny	dark	spears	hal berd
sub tile	craft y	sly	swords	mor tar
vap id	taste less	stale	States o water.	mus ket
ver dant	vi rent	green	rain	pis tol
viv id	live ly	brisk	hail	pon iard
aus tere'	rig id	stern	snow	ri fle
be nign	gra cious	kind	ice	sa bre
de mure	so ber	grave	frost	fu see'
in firm	fee ble	weak	dew	spon toon
su perf	show y	grand		fire lock

Some men are very good, and some are very bad.

Men have hands to help each other, but they sometimes use them to hurt and kill each other.

When men are kind, and do all they can to help each other, they are happy. When they are unkind, and are so bad and wicked as to injure or hurt each other, they are unhappy.

Some men fight or quarrel, tell lies, steal, swear, break the Sabbath, and do many other wicked things.

If all men loved each other, and would do all they could to make each other happy, what a good world we should have!

Children, will you not be kind and good to each other, so as to be happy, and to set a good example to men and women?

If all children should be good, and try all they can to help each other, when they come to be men and women, and all the wicked people die, then the world would be good and not go to war, and fight and kill each other.

SECTION 4.

	Nouns.		Species of plants.
ad' age	prov' erb	say' ing	bar' tram
bau ble	gew gaw	tri fle	be' hen
bib ber	tip pler	drink er	ben net
bod y	sub stance	mat ter	bul rush
bol ster	cush ion	pil low	bur dock
brig and	ban dit	rob ber	bur net
cus tom	prac tice	u sage	cab bage
for ceps	pin cers	nip pers	cas sia
gärb age	of fal	ref use	cat tail
gen tile	hea then	pa gan	cat nip
hub bub	tu mult	up roar	cow itch
ail ment	ill ness	sick ness	cow slip
pu pil	stu dent	schol ar	colts foot
rap ine	plun der	pil lage	coc kle
ser aph	cher ub	an gel	cum in
ten or	pur port	mean ing	cum frey
thrall dom	slave ry	bond age	dai sy
vor tex	ed dy	whirl pool	fen nel
as sault'	at tack'	on set	gar lic
af fairs	con cerns	busi ness	gin seng
be hest	com mand	man date	hys sop
re sponse	re ply	an swer	i vy
das' tard	cow' ard	pol troon'	ka li
hear say	ru mor	re port	len til
es say	at tempt'	tri' al	let tuce

	Adjectives.		
art' ful	craft' y	cun' ning	lov' age
ea ger	ar dent	ear nest	lich en
gib hous	con vex	round ing	mad der
bosk y	syl van	wood y	mal low
bon ny	hand some		man drake.
sport ive	play ful	gay	mil let
clam my	vis couς	stick y	car rot
dis mal	lu rid	gloom y	leek
			mul len
			mus tard

Adjectives.

dump' ish	stu' pid	sleep' y	Tree and its fruit.
set id	ran cid	frou zy	cher' ry
mor tal	dead ly	fa tal	chest nut
noi some	nox ious	hurt ful	cit ron
pa geant	pomp ous	show y	al mond
priv y	pri vate	se cret	ap ple
reck less	heed less	care less	lem on
sen ior	eld er	old er	man go
ser rate	jag ged	notch ed	or ange
som bre	dusk y	gloom y	peach
taw dry	gau dy	show y	pear
tu mid	tur gid	swoll en	Trees.
a far'	re mote'	dis tant	ma' ple
as kance	as kew	side wise	myr tle
ur bane	po lite	gen teal'	pock wood
oc cult	cryp' tic	hid' den	stad dle

Verbs.

ab solve'	ac quit'	dis charge'	wal' nut
ab stain	re frain	for bear	wil low
ac quaint	ap prise	in form	as pen
ac cord	as sent	a gree	bann ian
as sert	a ver	af firm	cam phor
be guile	de lude	de ceive	ce dar
co erce	con strain	com pel	chi na
con fute	re fute	dis prove	cof fee
com mune	con verse	dis course	ey press
de fer	de lay	post pone	fus tic
e lude	e vade	es cape	gua va
en treat	be seech	im plore	hem lock
en hance	aug ment	in crease	lau rel
ex ceed	ex cel	sur pass	lin den
in vent	con trive	de vise	ol ive
main tain	sup port	sus tain	pop lar
pro rogue	pro tract	pro long	man grove
			pa paw'
			ar bute

Verbs.

por tend'	pre sage'	fore show'
re nounce	dis own	dis claim
back bite	de fame	slan' der
con vey	trans port	car ry
de prave	cor rupt	vi tiate
de nounce	men' ace	threat en
dis turb	mo lest'	troubl e
ex hort	ad vise	coun sel
ex pand	dis tend	di late'
ex pound	ex plain	com' ment
en sue	suc ceed	fol low
em pale	im pale	pick et
im pede	re tard	hin der
in tend	de sign	pur pose
ob struct	re tard	hin der
pre dict	fore tell	au gur
bick' er	jan' gle	wran gle
bab ble	prat tle	prate
erum ple	rum ple	wrin kle
fur bish	bur nish	pol ish
glit ter	glis ter	glis ten
nurt ure	nour ish	cher ish
shac kle	hop ple	fet ter
dan dile	ca res'	fon dile
grum ble	com plain	mur mur
ig nite	in flame	kin dile
of fer	pre sent	prof fer
reck on	com pute	num ber
sol ace	con sole	com fort

Species of Plants.

on ion
pars nep
pars ley
pump kin
plan train
rad ish
sal ad
scall ion
sor rel
tan sy
tea sel
this tle
tu lip
tur nep
bam boo'
dogs.
bar' bet
ban dog
bea gle
mas tiff'
pup py
span iel
bull dog
lap dog
Shrubs.
al der
bri er
ha zel
hen bane

See the chickens round the gate,
 For the morning portion wait;
 Threw some crumbs, and scatter seed,
 Let the hungry chickens feed.
 Call them—O how fast they run!
 Gladly, quickly—every one.

SECTION 5.

LESSON 1.

A good boy may grow up to be a good man. Do you not wish to be a good boy, and learn to read your book? Take your book and come to me. Now see how well you can read it.

LESSON 2.

When you come from school you should not stop to play by the way. That is what bad boys do. Take your book home, that you may read. This will make you a wise man.

LESSON 3.

Jane made me a nice plum cake. Do you love cake with plums in it? What will you do with your cake? You must not eat too much at one time, it may make you sick. Do not eat too much.

LESSON 4.

Good boys and girls will try to spell and read well. They will not soil nor tear their books. You should keep your face and hands quite clean. And when at school, keep your seat and try to learn.

LESSON 5.

Men raise good wheat on good land. Good wheat makes good bread and good cakes. The cows eat grass and hay and give good milk. Good milk makes good cheese. Do you love cheese?

LESSON 6.

All men have gone out of the way. No man can say I have done no ill. It is not right to speak one bad word. You should not hurt your mates at play.

LESSON 7.

When the sun is up it is day. When the sun goes down it is night. The sun makes it light. The earth goes round the sun once in a year. The moon goes round the earth once in a month.

CHAPTER VIII.

SECTION 1.

Nouns.		Nouns.		Quadrupeds.
al' ti tude	height	ar ma' da	fleet	peda.
bev'er age	drink	ar mis tice	truce	ape
cav i ty	pit	bra va do	brag	ass
can ti cle	song	ce su ra	pause	bear
cal u met	pipe	col lis ion	clash	buck
cha fer y	forge	con cus sion	shock	cow
con di ment	sauce	con ver sion	change	calf
era ni um	skull	con tu sion	bruise	colt
cru ci fix	cross	com pul sion	force	deer
des ti ny	fate	de cep tion	cheat	dog
dom i cil	house	di rec tion	course	elk
firm a ment	sky	ly ce um	school	ewe
fur be low	flounce	mo nas tic	monk	fawn
fo li age	leaves	o bei sance	bow	goat
gem i ni	twins	o ra tion	speech	hart
con' fi dence		pa vil' ion	tent	hog
id i ot	fool	po ta tion	draught	horse
in te ger	whole	cat' a logue	list	hind
lar oe ny	theft	i' dle ness	sloth	mare
lat i tude	breadth	or di nance	rule	mule
lon gi tude	length	tes ta ment	will	moose
mac u la	spot	ter ma gant	scold	ox
moi e ty	half	ves ti bule	porch	roe
or i gin	source	Adjectives.		sow
or i son	prayer	bi' na ry	two	swine
par a gram	pun	scur ril ous	vile	shote
per qui site	fee	sin is ter	bad	sheep
plic a ture	fold	sor row ful	sad	stag
pa rent age	birth	sim i lar	like	steer
rem e dy	cure	im pri' mis	first	wolf
ret i nue	train	pro dig ious	huge	whelp
sus te nance	food	un com mon	rare	bull
sur cin gle	girth	pre' ter it	past	nag

Verbs.		Nouns.	
com' pro mit	pledge	grav' i ty	weight
coun ter seit	forge	log ger	head dolt
el e vate	raise	mer chandise	goods wares
heb e tate	blunt	sep ul chre	grave tomb
jac u late	dart	sim ple ton	gawk fool
lac er ate	tear	sor cer ess	witch hag
nav i gate	sail	spec ta cle	show sight
nom i nate	name	in cis'ion	gash cut
oh li gate	bind	Verbs.	
in to nate	sound	cic' a trize	heal cure
pen e trate	pierce	de vi ate	err swerve
pu ri fy	cleanse	fab ri cate	frame build
ru mi nate	muse	flag el late	scourge lash
sig ni fy	mean	germ i nate	sprout bud
sus ci tate	rouse	os ci tate	yawn gape
ter mi nate	end	pal pi tate	throb beat
tu me fy	sweil	tor re fy	parch dry
un du late	wave	dis col' or	tinge stain
de mol' ish	raze	in hab it	dwell live
de mon strate	prove	re lin quish	leave quit
dis com fit	rout	veg' e tate	sprout grow
en am' or	charm	Adjectives.	
ex hib it	show	ex plie' it	clear plain
ex tin guish	quenc'h	in trep id	brave bold
in her it	heir	la con ic	brief short
un der stand	know	com' ic al	queer droll
im por tune	urge	prin ci pal	main chief
gas con ade	boast	sa pi ent	sage wise

vir u lent, very poisonous lin i ment, soft ointment
 av e nue, narrow entrance or tho dox, sound in fai h

Vice and ignorance are the only things of which you need ever be ashamed. Avoid them and you may venture any where without fear or shame.

SECTION 2.

Nouns.		Nouns.	
an' nals	chron' i cles	ba' sis	foun da' tion
al ien	for eign er	cha os	con fu sion
bo nus	pre mi um	con cert	a gree ment
cap tive	pris on er	dis' count	de duc' tion
cen sus	num ber ing	ex it	de part ure
chi na	por ce lain	her ald	pro claim er
clois ter	nun ne ry	ju rist	ci vil ian
chap man	mar ket man	ni tre	salt pe tre
des ert	wil der ness	nui sance	an noy ance
gar ner	gran a ry	pa tron	sup port er
gen try	gen tle men	proc ess	pro ceed ings
hom age	rev er ence	sec tion	di vis ion
hy drant	wa ter pipe	trai tor	be tray er
just ice	e qui ty	ty ro	be gin ner
in quest	in qui ry	unc tion	a noint ing
nun cio	mes sen ger	ver sion	trans la tion
out rage	vi o lence	be hoof'	ben' e fit
mid riff	di a phragm	be quest	leg a cy
pa pist	cath o lic	de spair	hope less ness
par son	cler gy man	ga zette	news pa per
peas ant	coun try man	gran dee	no ble man
pil grim	trav el er	fa tigue 2	wea ri ness
port' er	car' ri er	Adjectives.	
prox y	sub sti tute	ar' rant	in' fa mous
quan tum	quan ti ty	con trite	pen i tent
sam ple	spec i men	coun ter	op po site
sur plus	o ver plus	do eile	teach a ble
vie tor	con quer or	du ly	prop er ly
wa grant	vag a bond	fi nite	lim it ed
vig or	en er gy	youth ful	ju ve nile
wiz zard	con jur er	di verse'	dif fer ent
mad ness	dis trac' tion	dis junct	sep a rate
mo tive	in duce ment	gro tesque	lu dic ous
al ley	nar row way	se quel	succeeding part

Adjectives.

po' tent pow' er ful
 ruth less pit i less
 sun dry sev er al
 stag nant mo tion less
 con stant un chang' ing
 bank rupt in solv ent
 de cent be com ing
 fal low un sow ed
 mor bid dis eas ed
 o val
 pep tie el lip tic
 a ware' di gest ive
 con dign' ap pris ed
 re bate de serv ed
 se date de duc tion
 bur lesque com pos ed
 de void laugh' a ble
 des ti tute

Verbs.

ac cou' tre 1 e quip'
 be wil der con fuse
 con trib ute im part
 con sum mate per fect
 de ter mine de cide
 en com pass sur round
 en vel op in wrap
 ex pa tiate en large
 prohib it for bid
 re cov er re gain
 ar' ro gate as sume
 ag i tate dis turb
 al ien ate es trange
 cal cu late com pute
 cul ti vate im prove
 crim i nate ac cuse
 ded i cate de vote

Verbs.

a maze' as ton' ish
 de range dis or der
 il lume en light en
 cap size o ver turn'
 dis seize dis pos sess
 de tach dis en gage
 de pend re ly
 in spect ex am' ine
 im pend o ver hang'
 pre vail o ver come
 sub vert o ver turn
 cal' cine pul' ver ize
 res cue de liv' er
 re quite' rec' om pense

det' o nate
 der o gate
 ed u cate
 ex pi ate
 ex pli cate
 fas ci nate
 grat i fy
 it e rate
 in flu ence
 mit i gate
 mul ti ply
 mag ni fy
 man ci pate
 or na ment
 pac i fy

ex plode'
 de tract
 in struct
 a tone
 un fold
 be witch
 in dulge
 re peat
 af fect
 as suage
 in crease
 en large
 en slave
 a dor
 ap pease

con nive' overlook a fault
 im ping' dash against
 mac' e rate make lean
 be take' resort to

Verbs.

proph' e sy
rat i fy
ren o vate
vil i fy
vin di cate
al ter cate
ex pe dite
cat e chise
com pli ment
con se crate
cor ru gate
crep i tate
ful mi nate
guar an ty
ir ri gate
in du rate
mad e fy

pre dict'
con firm
re new
de fame
de fend
wranc' gle
hast en
ques tion
flat ter
hal low
wrink le
crac kle
thun der
war rant
wa ter
hard en
moist en

Nouns.

ar ca' na
ap par el
a sy lum
a mal gam
a vul sion
au ro ra
a bund ance
al li ance
com bus tion
com mo tion
cog ni tion
de cerp tion
dis ci ple
ef ful gence
e nig ma
e pis tle
er ra tum

se' crets
cloth ing
ref uge
mix ture
rend ing
morn ing
plen ty
un ion
burn ing
tu mult
knowl edge
pluck ing
schol ar
bright ness
rid dle
let ter
er ror

mol' li fy
scin til late
di min' ish
e lon gate
im ag ine
ap per tain'
con tro vert
co a lesce
cir cum vent
ef fer vesce
in ter dict
per se vere
rep re hend
ad ver tise
dis ap pear

soft' en
spar kle
les sen
length en
fan cy
be long'
dis pute
u nite
de ceive
fer ment
for bid
per sist
re prove
pub' lish
van ish

ex er' tion
ex cur sion
in sur gent
mo ni tion
per mis sion
phy si cian
quin tes sence
sa li va
suc ces sion
su da tion
vo li tion
bag a telle'
ap' er ture
lev i ty
mag ni tude

ef' fort
ram bling
reb el
warn ing
li cense
doc tor
es sence
spit tle
se ries
sweat ing
will ing
tri fle
o pen ing
light ness
great ness

ex' ca vate
per fo rate

dig out
bore through

pel' li cle
par h' li on

thin skin
mock sun

Nouns.

am' i ty
ag o ny
an te past
ar sen ic
ab lep sy
arch i teet
brev i ty
cal um ny
cap i tol
car til age
cat a plasm
chiv al ry
cov e nant
cus to dy
det ri ment
dis si dence

friend' ship
an guish
fore taste
rats bane
blind ness
build er
short ness
slan der
state house
gris tle
poul tice
knight hood
con tract
keep ing
dam age
dis cord

Nouns.

pau' ci ty
pleth o ry
pop u lace
pros e lyte
plen i tude
pu gil ist
rau ci ty
reg i men
reg is ter
res er voir
ru bi go
sa pi ence
sol i tude
spec i men
spec u lum
sum ma ry

few' ness
full ness
peo ple
con vert
full ness
box er
hoorse ness
di et
rec ord
cis tern
mil dew
wis dom
lone ness
sam ple
mir ror
ab stract

di' a ry
ed i fice
ein bas sy
en tre pot
fam i ly
frip pe ry
gib ber ish
har mo ny
hus band ry
in cu bus
lib er ty
man a cle
men di cant
o di um
pa pa ey

jour' nal
build ing
mes sage
ware house
house hold
tri fles
jar gon
con cord
til lage
night mare
free dom
shac kle
beg gar
ha tred
pope dom

tet' a nus
fal la cy
har le quin
mal a dy
a chieve' ment
in ten tion
at tri tion

Adjectives.

an' nu al
ar ro gant
ca pa ble
cur so ry
dec u ple
des pe rate
plau si ble

lock' jaw
de ceit'
buf foon
dis ease
ex ploit
de sign
rub'bing

year' ly
haughty
a ble
has ty
ten fold
hope less
spe ci ous

Always regard what is said to you, by those who are your superiors in age or learning, and endeavor to profit by their instructions.

Adjectives.

du' bi ous doubt' ful
 du pli cate doubl e
 du ra ble last ing
 el e gant grace ful
 fat u ous fool ish
 fin i cal show y
 for tu nate luck y
 flat u lent wind y
 fruc tu ous fruit ful
 gar ru lous prat ing
 hid e ous fright ful
 in do lent la zy
 lum in ous shin ing
 lu so ry play ful
 max i mum great est
 nau se ous loath some
 neg li gent heed less
 o di ous hate ful
 op por tune time ly
 pet u lant fret ful
 pon der ous weight y

Adjectives.

de fi' cient want' ing
 ef ful gent shin ing
 e las tic spring y
 fa ce tious sport ive
 li ques cent melt ing
 mor da cious bit ing
 qui es cent rest ing
 vi va cious live ly
 ac' cu rate ex act'
 court e ous po lite
 suf fi' cient e nough
 tan' ta mount e qual
 prob a ble like ly
 quad ru ple four fold
 quin tu plé five fold
 sa li ent leap ing
 se ri ous sol emn
 sex tu ple six fold
 so no' rous sound ing
 sump' tu ous cost ly
 trip li cate three fold

big' ot ry blind zeal
 des ig nate point out
 mod u late vary sounds
 blub ber whale fat
 grav el coarse sand
 glim mer faint light
 si phon bent tube
 skir mish slight fight
 tal on bird's claw

era vat'
 mon soons
 de cant
 dis guise
 re dress
 re serve
 re store
 re cline
 en twine

neck cloth
 trade winds
 pour off
 false show
 set right
 keep back
 give back
 lean back
 twist round

The greatest wisdom of speech, is to know when, and where, and what to speak.

The great business of man is to do good.

SECTION 3.

LESSON 1.

The earth is not quite round. It is not as long from north to south, as it is from east to west. The sun and stars shine with their own light, but the moon does not. The moon is not as large as the sun. It is not so far from us as the sun. Each star you can see, is as large or larger than the sun. The stars are so far from us that it makes them look small. You could not count all the stars in a year.

LESSON 2.

When the wind blows hard, it makes great high waves on the sea. One wave may be a mile long, and as high as a house. When they run so high, the ships will rise and fall, and roll from side to side, so that you could not stand on your feet. How should you like to be in a ship, when the winds blow so hard, and make such high waves?

LESSON 3.

The wind is air in motion. You can not see the wind, but you can see how it makes the trees bend and the snow fly. We could not breathe, nor live, if there was no air. The fire could not burn wood to keep us warm, if there was no air. The birds could not fly, and ships could not sail, and the boys could not raise the kite. You could not hear me speak, nor hear the bell ring, nor hear one sound, if there was no air. There could be no fog, nor rain, nor hail, nor snow, nor clouds, if there was no air. You could not see the fine rain-bow nor the green grass. Are you not glad that God made the air?

God makes the ground bring forth fruit for man and beast.

SECTION 4.

Verbs.

dec' o rate	a dor' n'	deck	baz' at
eu lo gize	ex tol	praise	bat ist
gor man dize	de vour	gorge	ben gal
in ti mate	sug gest	hint	bon ten
in di cate	point out	show	blank et
in sti gate	in cite	urge	buck ram
lib e rate	re lease	free	buf fin
mach i nate	con trive	plan	cam bric
rid i cule	de ride	mock	cam let
stim u late	ex cite	rouse	can vas
con jec' ture	sur mise	guess	car pet
in hib it	for bid	hinder	cot ton
con de scend'	vouch safe	deign	cos sas
dis em bark	de bark	land	dam ask
un der go	en dure	bear	drug get
dis sev' er	sev' er	part	duf fel

Nouns and Adjectives.

al' i ment	nu' tri ment	food	flan' nel
ar ti fice	strat a gem	trick	flor ence
lig a ment	lig a ture	tie	fus tian
op u lent	af flu ent	rich	grog ram
im po tent	im be cile	weak	ging ham
im ple ment	u ten' sil	tool	hol land
lab y rinth	me an der	maze	ker sey
por ti co	pi az za	porch	lin en
au then' tic	gen' u ine	true	lus tring
re luc tant	un will' ing	loth	mus lin
trans pa rent	pel lu cid	clear	sat in
cav a lier'	chev a lier'	knight	tab by

ro' mance, a fictitious story.

scal pel, a surgeon's knife.

ver dict, a judicial decision.

con tin' ue, to remain, or persevere.

win now, to blow chaff from grain.

Nouns.

ar' bi ter	um' pire	judge
coun te nance	vis age	face
fals i ty	false hood	lie
pin na cle	sum mit	top
sen ti nel	sen try	guard
tur pen tine	pitch	tar
a muse' ment	pas time	sport
i o ta	tit ile	jot
im' pe tus	im pulse	force
pro ba' tion	tri al	proof
qui' et ude	re pose'	rest
la dies man	gal lant	beau

Adjectives.

bar' ba rous	cru' el	fell
bois ter ous	nois y	loud
hor ri ble	dread ful	dire
hal cy on	plac id	calm
prox i mate	near est	next
ul ti mate	fi nal	last
ma jes tic	state ly	grand
cir' cu lar	ro tund'	round

Species of
Plants.

a can' thus
ba ril la
ci eu ta
nar cis sus
po ta to
to ma to
to bac co
car' a way
cel e ry
cic e ly
cam o mile
daf fo dil
eg lan tine
hy a cin h
hel le bore
jes sa mine
in di go
lav en der
mar i gold
sa vo ry

Verbs.

dis' si pate	span' der	waste
nu me rate	num ber	count
os cil late	vi brate	swing
per co late	fil ter	strain
suf fo cate	sti fle	choke
ap pre hend'	ar rest'	seize
dis en gage	de tach	loose

Trees.

but' ter nut
but ton wood
cin na mon
eb o ny
hick o ry

con' sort, a husband or wife.

pan ic, a sudden fright.

frag ments, broken parts.

con nois seu'r, a critical judge of the fine arts.

po ma' tum, perfume for the hair.

SECTION 5.

Verbs.		Insects.
at trib' ute	as crite'	ant
a ban don	de sert	bee
as sem ble	con vene	bug
ac knowl edge	a vow	crab
dis fig ure	de face	flea
in cul cate	im press	fly
in vei gle	se duce	grub
ex cru ciate	tor ment	gnat
in ter pret	ex plain	louse
pro mul gate	pro mulge	moth
cas' ti gate	chas tise	snail
rat i fy	con firm	sloth
reg u late	ad just	tick
sup pli cate	en treat	worm
co in cide'	con cur	wasp
com pre hend	in clude	Tools.
con tra dict	gain say	axe
di min' ish	de crease	hoe
em' u late	ri' val	saw
	im pute'	
	for sake	
	col lect	
	con fess	
	de form	
	en force	
	en tice	
	tort ure	
	ex pound	
	pub lish	
	chast en	
	sanc tion	
	ar range'	
	im plore	
	a gree	
	com prise	
	de ny	
	les' sen	
	com pete'	

	Nouns.		
bound' a ry	pre' cinct	lim' it	gouge
crim i nal	sel on	cul prit	rake
ec sta sy	rap ture	trans port	spade
fa ra' go	med ley	mixt ure	plough
			shears

THE GOLDEN RULE.

To do to others as I would
That they should do to me,
Will make me honest, kind, and good,
As every child should be.

I never need behave amiss,
Nor feel uncertain long,
As I may always know by this,
If things are right or wrong.

Nouns.

prog' e ny	off' spring	chil' dren	Vessels.
sor ce ry	mag ic	witch craft	butt
sal a ry	sti pend	wag es	cask
serv i tude	slave ry	bond age	can
com mo' tion	tur moil	tu mult	cup
con tor tion	writh ing	twist ing	flask
cur mud geon	nig gard	mi ser	jar
en grav er	sculp tor	carv er	jug
ex em plar	pat tern	mod el	keg
re sem blance	sem blance	like ness	pail
tar' di ness	late ness	slow ness	gill
do min' ion	em pire	do main'	pint
in junc tion	pre cept	com mand	quart
hom' i ly	ser mon	dis course	mug
ap ti tude	apt ness	fit' ness	tub
in tes' tines	en trails	bow els	tierce

Adjectives.

ca' ri ous	pu' trid	rot' ten	Measures.
cir cum spect	cau tious	pru dent	ell
for ci ble	co gent	urg ent	foot
joc u lar	jo cose	mer ry	inch
jo vi al	joc und	jol ly	pole
pen du lous	pend ent	hang ing	rod
sens u al	car nal	flesh ly	rood
som no lent	drows y	sleep y	mile
prod i gal	pro fuse'	lav ish	yard
ut ter most	ex trem'e	far thest	league
vig i lant	a lert	watch ful	Weights.
in sip' id	vap' id	taste less	ounce
in he rent	in nate'	in born	pound
pro lif ic	fe' cund	fruit ful	Seats.
re lig ious	de vot'	pi ous	stool
clan des tine	pri' vate	se cret	bench

Good breeding consists in a respectful behavior to all.

SECTION 6.

Verbs.

im' mo late	sac' ri fice	am' bi ent	surround' ing
dis trib' ute	ap por' tion	co pi ous	a bund ant
de vel op	un fold	dis so lute	li cen tious
de fla grate	in flame	in so lent	in sult ing
em bold en	en cour' age	li a ble	ex pos ed
en vi ron	en cir cle	pros per ous	suc cess ful
crit' i cise	ex am ine	quer u lous	com plain ing
me di ate	in ter cede'	ca thar' tic	purg' a tive
in ter pose'	in ter fere	con tin gent	cas u al
su per vise	o ver see	co rus cant	glit ter ing
so lic' it	im por tune	fa mil iar	in ti mate

Adjectives.

a' li as	oth' er wise	fi du' cial	con' fi dent
ap po site	suit a ble	lo qua cious	talk a tive
cul pa ble	blam a ble	nu tri tious	nour ish ing
ev i dent	man i fest	por tent ous	om i nous
friv o lous	triv i al	pu is sant	pôw er ful
im mi nent	im pend' ing	ru bes cent	red den ing
mu ta ble	change' a ble	tre men dou s	ter ri ble
per ma nent	du ra ble	il lic it	un law' ful
per il ous	dan ger ous	im plic it	im pli ed
rel e vant	per ti nent	in ces sant	un ceas ing
ri si ble	laugh a ble	pa thet ic	af fect ing
sit u a ted	lo ca ted	prog nos tic	fore show ing
stren u ous	vig or ous	vin dic tive	re venge ful
spher ic al	glob u lar	sub' se quent	fol' low ing
mil i tant	fight ing	trai tor ous	treach er ous
in tri cate	com plex	tem per ate	mod e rate
un sta' ble	in con' stant	in fi nite	bound less
im mor tal	un dy ing	ut ter ly	to tal ly
de vot u ly	pi' ous ly	ver i ly	cer tain ly
		mus cu lar	braw ny

hes' i tate	to be in doubt	ob' so lete	not used
ra di ate	to emit rays	te na' cious	holding fast
in ter sect	to cut between	per di tion	utter ruin

Nouns.		Nouns.	
av' er age	me' di um	de co rum	de' cen cy
bar ri er	ob sta cle	di men sions	mea sure ment
cal en dar	al ma nac	du en na	gov ern ess
com i ty	court e sy	e lix ir	cor di al
con ti nence	chast i ty	tor na do	hur ri cane
col lo quy	di a logue	ben' e fit	ad vant' age
cou ri er	mes sen ger	en ti ty	ex ist ence
den i zen	cit i zen	o pi ate	nar cot ic
dig ni ty	no ble ness	rec ti tude	up right ness
eu cha rist	sac ra ment	ren e gade	de sert er
et y mon	prim i tive	sat el lite	at tend ant
ex i gence	urg en cy	sen ti ment	o pin ion
fu gi tive	run a gate	sym pa thy	com pass ions
grat i tude	thank ful ness	ten e ments	pos sess ion
hea then ism	pa gan ism	dis or' der	con fu sion

in' dus try	dil' i gence	fru i' tion	en joy' ment
in sci ence	ig no rance	im pos tor	de ceiv er
jan i tor	door keep er	ne ga tion	de ni al
mas sa cre	butch er y	op po nent	op pos er
me te or	fire ball	par ti tion	di vis ion
nu di ty	na ked ness	pe ti tion	en treat y
pan to mime	mim ic ry	pre cis ion	ex act ness
pa pa cy	po pe ry	pre sci ence	fore know ledge
ped a gogue	schoolmaster	pro vi so	con di tion
per fi dy	treach e ry	re ten tion	re tain ing
sanc ti tude	ho li ness	ve' he mence	vi' o lence
scot o my	diz zi ness	ver ti go	gid di ness
sor cer er	con jur er	vis it ant	vis it or
sov er eign	po ten tate	re pub' lic	com mon wealth'
u ber ty	fruit ful ness	o' ver ture	pro pos' al
safe' guard	de fense'	ex tinc' tion	de struc tion

con se quence	what follows	pan' o ply	full armor
for mu la	given form	co los' sus	huge statue
sal a ry	stated hire	mis no mer	wrong name

SECTION 7.

Nouns.

clem' en cy	len' i ty	mild' ness
lu na tic	ma ni ac	mad man
ro man ist	cath o lic	pa pist
cor pu lence	flesh i ness	fat ness
cat a ract	wa ter fall	cas cade'
lu na cy	ma ni a	mad' ness
at tor' ney	bar ris ter	law yer
po si tion	at ti tude	post ure
e chi nus	por cu pine	hedge hog
oc cur rence	in ci dent	e vent'
pre cep tor	in struct' or	tu' tor
com punc tion	con tri tion	re morse'
re fec tion	re fresh ment	re past
dis as ter	mis for tune	mis hap

Adjectives.

con' tra ry	op' po site	ad verse'
car ne ous	cor pu lent	flesh' y
ob sti nate	stub born	will ful
fu ri ous	vi o lent	ra ging
pli a ble	flex i ble	pli ant
te di ous	wea ri some	tire some
tem po ral	sec u lar	world ly
ad he' sive	co he' sive	stick ing
e da cious	vo ra cious	gree dy
in ter nal	in tes tine	in ward
mo ment ous	im port ant	weight y
ma lig nant	ma li cious	ma lign'
fu ga cious	vol' a tile	fly' ing
ter rif ic	ter ri ble	fright ful
er' u dite	lit e rate	learn ed
vers a tile	fic kle	chang ing
mal a pert	im pu dent	sau cy
en tire' ly	com plete' ly	whol ly
in ge ni ous	in vent ive	skill ful
re flu ent	re flow ing	ebb ing

Verba.

ab' ro gate	a bol' ish	an nul'
au thor ize	com mis sion	em pow er
gen e rate	en gen der	be get
dev as tate	des' o late	rav' age
dep' re date	spo li ate	plun der
ne go' tiate	stip' u late	bar' gain
rev' er ence	ven e rate	re vere'
com pen sate	rec om pense	re ward
im pli cate	en tan' gle	in volve
ap pre' ciate	es' ti mate	val' ue
in un date	o ver flow'	del dge
vac'il late	fluc' tu ate	wa ver

Nouns and Adjectives.

ap pa' rent	ob' vi ous	ev' i dent
com' plai sant	court e ous	po lite'
ac cord' ant	con so nant	a gree' ing
de port ment	de mean' or	be hav ior
di dac tic	pre cept ive	in struct ive
fa la cious	de cept ive	de ceit ful
fla gi tious	a tro cious	out rage ous
nar ra tion	re hears al	re ci tal
ad he rent	par' ti san	fo' low er
in' di gence	pen' u ry	pov' er ty
syc o phant	par a site	flat ter er
es cu lent	ed i ble	eat a ble
har bin ger	pre cur' sor	fore run' ner
par a digm	en sam ple	ex am ple
mag a zine' 2	ar' se nal	ar' mo ry

It is more prudent to overlook trivial offenses than to quarrel about them.

When you lose your integrity you have lost your character.

A liar is seldom believed even when he speaks the truth.

SECTION 8.

READING LESSON.

One day in the month of March, when the sun shone very bright, and it was quite warm, Mr. Shaw was walking in the door-yard, and his little son Peter came to him. Now Peter loved his father very much, because he was so kind to tell him what he had a desire to know. Peter, my son, said Mr. Shaw, when it is noon, the sun is exactly south. It is March now, and in March, the sun rises exactly in the east, and sets exactly in the west. Now tell me, said Mr. Shaw, which way is north. Peter thought a little, and pointing where the sun rises, said, that is east. Then pointing towards the sun said, that is south, father, if it is just noon. Then pointing where the sun would set, said, that is west; and north must be just opposite to the sun at noon. You are right, said Mr. Shaw. Now, said Mr. Shaw to Peter, if you should go west far enough, you would come to the great Pacific Ocean. Now, Peter, you may always know which way to look for the Pacific Ocean. If you should go east, you would come to the Atlantic Ocean. If you should go east, across the Atlantic Ocean, you would come to Europe. Just south of Europe, lies Africa, and east of Europe, is Asia. But if you should go west, across the Pacific Ocean, you would come to Asia, just as well as to go east. This could not be, unless the earth was round, like your ball. If you should go south, you would come to South America. Now, said Mr. Shaw to Peter, if you will point your finger towards Europe, Asia, Africa, South America, the Pacific Ocean and the Atlantic Ocean, you shall have a new book. Peter had been so careful to hear all his father said, that he could point his finger exactly towards each one, and felt quite as much pleased with what he had learned as with his book.

CHAPTER IX.

SECTION 1.

Verba.

de lin' e ate
de cor ti cate
ex co ri ate
e vac u ate
ob nu bi late
re frig er ate

Nouns.

com mod i ties
con cu pis cence
hi lar i ty
lix iv i um
me rid i an
vi cis si tude
ben e fac' tion
lam en ta tion
os ten ta tion
in un da tion

sketch
peel
skin
quit
cloud
cool

goods
lust
mirth
lye
noon
change
alms
plaint
pomp
flood

ac cu' mu late
ac com pa ny
an ni hi late
com mu ni cate
con cat e nate
cor rob o rate
de cap i tate
e rad i cate
ex as pe rate
e vap o rate
re an i mate
re tal i ate
al le vi ate
ar tic u late
ca lum ni ate
co ag u late
de crep i tate

Verba.

a mass'
at tend
de stroy
im part
con nect
con firm
be head
up root
en rage
ex hale
re vive
re quite
light' en
ut ter
slan der
cur dle
crac kle

Nouns and Adjectives.

be nef' i cent
i den ti cal
per spic u ous
en gag ed ness
in def i nite
e' qui ta ble
in stru ment
hap pi ness
nau se a
min i mum
sep ul chre
do na' tion
des ue tude
prej' u dice
gal' ax y, milky way
gra tu' i ty, free gift

kind
same
clear
zeal
vague
just
tool
bliss
qua'm
least
tomb
gift
dis use'
bi' as

in ter' ro gate
in vig o rate
pre var i cate
per' e gri nate
in ri ga' tion
re cep' ta cle
in quis i tive
va cu i ty
con cil i ate
dis a buse'
ce les' tial
rev' e nue
re mis' sion
ap pa ri' tion
de pre' ciate, to lessen value
in eun bent, lying on

Miscellaneous.

ques' tion
strength en
quib ble
jour ney
wa' ter ing
re ceiv' er
in quir ing
emp'ti ness
pro pi'tiate
unde ceive'
heav' en ly
in come
par don
ghost

Nouns.

a bil' i ty
ac cliv i ty
a nil i ty
a rid i ty
au dac i ty
aux il ia ry
col lyr i um
de bil i ty
de lin quen cy
de vex i ty
ex per i ment
e mol u ment
ha bil i ments
i den ti ty
in sig ni a
mag nif i cence
ma lev o lence
men dac i ty
pa ral y sis
pro pri e ty
pro fi cien cy
te mer i ty
rus tic i ty

pow' er
as cent
do tage
dry ness
bold ness
help ing
eye salve
weak ness
fail ure
slop ing
tri al
prof it
gar ments
same ness
badg es
grand' eur
ill will
false hood
pal sy
fit ness
prog ress
rash ness
rude ness

Garments.

bib
coat
cape
cloak
frock
gown
glove
quilt
robe
sock
shirt
shawl
skirt
Cloth.
baize
crape
chints
drab
felt
gauze
plaid
plush
rug

Garments.

a' pron
breech es
cas sock
jip po
kir tle
mit ten
tu nic
trow sers
sur tout' l
van dyke

Pertaining to garments, or things worn.
but ton
col lar
cors et
gus set
ker chief
lin ing
pock et
rib bon
tip pet
frill

sphe ric' i ty
a pol o gy
de cliv i ty
an he la' tion
co a li tion
in de pend ence
eb ul li tion
im mi nu tion
val e dic tion
ag' ri cul ture
pul' chri tude
ar rear' age

round' ness
ex cuse'
de scent
pant' ing
un ion
free dom
boil ing
de crease'
fare well
farm' ing
beau ty
ar rears'

serge
silk
sheet
Shrubs.
cane
hedge
heath
rose
fern
ivy
fig
quince

Kinds of fruit.
a corn
bur rel
cur rant
dam son
fil bert
mel on
nut meg
chest nut
rais in
hazel nut
pine apple

Adjectives.		Land.	Furniture.
a non' y mous	name' less	coun' try	beds
con viv i al	fes tal	coun ty	stools
heb dom a dal	week ly	can ton	bowl s
im pe ri al	roy al	isl and	brooms
in im i cal	hos tile	isth mus	chairs
in dig e nous	na tive	mount ain	chests
le git i mate	law ful	prov ince	churn
nun cu pa tive	ver bal	prai rie	clock
pos te ri or	lat ter		desks
so lic it ous	anx ious	bill iards	forks
sub serv i ent	use ful	check ers	jars
ul te ri or	far ther	raf fle	knives
a' mi able	love ly	ten nis	lamps
sal u ta ry	whole some		mats
am i ca ble	friend ly	bee' tle	pans
or di na ry	com mon	bed bug	pails
sol i ta ry	lone ly	erick et	plates
sed en ta ry	sit ting	gad fly	spoons
trans i to ry	fleet ing	mag got	screen
val u a ble	pre cious	pis mire	stoves
punc til' i ous	ex act'	rep tile	stands
hor i zon' tal	lev'el	spi der	tongs
av a ri cious	cov et ous	wee vil	tray

Miscellaneous.		Salts.	
op po si' tion	con' trast	al' um	urns
lit i ga tion	law suit	ep som	wheels
in tro duc tion	pre face	bo rax	dish es
trib u la tion	dis tress'	glau ber	chi na
per ad yen ture	per haps	gyp sum	ba sins
pre con ceiv ed	pre pense		buck ets
an ti' ci pate	fore stall	erick' et	plat ters
o rig in al	pris' tine	ham mock	so fa
par tic u lar	spe cial	mat ress	sal vers
pre sump tu ous	dar ing	pal let	ta bles
lam' ent a ble	mourn ful	cra dle	shov els
			pitch ers

SECTION 2.

Miscellaneous.

ce leb' ri ty	re nown'	fame	Water.
de lir i ous	in sane	mad	bay
in gen u ous	can' did	frank	cove
il lus tri ous	no ble	grand	creek
cri te ri on	stand ard	rule	flood
in tel li gence	ti dings	news	frith
fas tid i ous	squeam ish	nice	gulf
de mar ka' tion	lim it	bound	lake
ex pe di tion	dis patch'	speed	pond
par tic' i pate	par take	share	pool
nu' ga to ry	fu' tile	vain	rill
a bom' i nate	ab hor'	de test'	sea

in au' gu rate	in duct'	in stall'	Land.
pro cras ti nate	de fer	de lay	earth
prog nos ti cate	pre sage	fore tell	cape
re pu di ate	dis card	re ject	isle
ob lit' e rate	e rase'	ef face'	plat
ab bre vi ate	a bridge	short' en	state
ex pa tri ate	ex' ile	ban ish	town
ac cel e rate	hast en	quick en	Beds.
as sid' u ous	sed u lous	dil i gent	couch
mat' ri mo ny	wed lock	mar riage	cot
rep u ta' tion	re pute'	good name	bunk
trep i da tion	tre' mor	trem bling	Games.
se ver' i ty	rig or	strict ness	'tag
ma lig ni ty	ran cor	mal ice	loo
de lir i um	fren zy	mad ness	dice
ar til le ry	ord nance	can non	cards
com pat i ble	con sist'ent	suit a ble	
in teg ri ty	prob'i ty	hon est y	Earths.
mu nif i cent	gen e rous	lib e ral	clay
pe ti tion er	sup pli cant	sup pli ant	loom
si mil i tude	sim i le	like ness	marl
me phit ic	poi son ous	nox ious	mold
con trac tion	les sen ing	shrink ing	soil

SECTION 3.

Adjectives.

aus pi' cious	fa' vor a ble
cos met ic	beau ti fy ing
ar' du ous	la bo' ri ous
em i nent	con spic u ous
hor ta tive	ad vi so ry
no ta ble	re mark a ble
pla ca ble	ap peas a ble
pal pa ble	per cept i ble
par a mount	su pe ri or
rec re ant	mean spir it ed
tur bu lent	tu mult u ous
vis i ble	dis cern i ble
vin ci ble	con' quer a ble
in tri cate	com pli ca ted
lu cra tive	prof it a ble
pro pi' tious	fa vor a ble
im promp tu	ex tem po re
sub al tern	in fe ri or

Instruments of
Music.

ban' dore
bag pipe
bu gle
cor net
cym bal
fid dle
haut boy
jews harp
min strel
or gan
sack but
spin net
ta bor
tim brel
vi ol
bas soon'
gui tar

Nouns.

in' fi del	un be liev' er
me men' to	re mem' bran cer
mi as ma	ef flu vi a
an' ces tor	pro gen' i tor
lex i con	dic' tion a ry
a nal' o gy	re sem' blance
e bri e ty	drunk' en ness
fi del i ty	faith ful ness
fra ter ni ty	broth er hood
hu mil i ty	hum ble ness

bass'vi ol
trump et

Verse, poetry.

dac' cyl
ep ic
ec logue
geor gic
i dyl
lyr ic
pe an
spon dee
tro chee
stan za
di dac'tic
blank verse
rhyme

lon gev i ty	great age
plum ba go	black lead
pi men to	all spice
prec' i pice	steep descent
pos tu late	assumed position

Verba.

ca pit' u late
de lib e rate
dis crim i nate
dis coun te nance
ha bit u ate
in car ce rate
pre pon der ate
com mem o rate
in ter po late
im pov er ish
re cip ro cate
dis en tan' gle
un der val' ue

Precious stones.

ag' ate
ber yl
crys tal
dia mond
jew el
ja cinth
jas per
o nyx
o pal
ru by
sar dine
sap phire
to paz

Nouns.

a lac' ri ty
al le gi ance
a vid i ty
ce lib a cy
em bas sa dor
hos til i ty
in i qui ty
pro gen i tor
so lil o quy
suf fi cien cy
u til i ty
ca lam i ty
en thu si ast
pos ter i ty
re cip i ent
ur ban i ty
col luc ta' tion
co ad ju tor
dis so lu tion
res ti tu tion
va cu' i ty

Metals.

cop' per
co balt
cer use
bull ion
bis muth
i ron
pew ter
sil ver

Fish.

gram pus
her ring
had dock
lob ster
mul let
floun der
oys ter
pol lock
sa/m on
suck er
stur geon
hal i but

Nouns.

ad u la' tion
 dim i nu tion
 cas' u al ty
 hor ti cul ture
 or a to ry
 par si mo ny
 mer ce na ry
 leg er de main'
 men su ra' tion
 in sur rec tion
 in can ta tion

flat' te ry
 les sen ing
 ac ci dent
 gar den ing
 el o quence
 spar ing ness
 hire ling
 con jur ing
 meas ure ment
 se di' tion
 en chant ment

Diseases of man.
 a' gue
 an thrax
 asth ma
 bel lon
 can cer
 cank er
 chol er a
 col ic
 chan cre
 chil blain
 drop sy

Adjectives.

ap pro' pri ate
 chi mer i cal
 ef fem i nate
 iu : pet u ous
 in, vid i ous
 i tin er ant
 me lo di ous
 re cip ro cal
 con com i tant
 de lect a ble
 in cip i ent
 in sid i ous
 di a bol' ic
 e ru bes cent
 ev a nes cent
 sem per vi' rent
 com mo' di ous
 op pro bri ous
 pred' a to ry
 mis er a ble
 jes u it' ic
 pro tu' ber ant
 pre ca ri ous

suit' a ble
 fan ci ful
 wo man like
 vi o lent
 en vi ous
 trav el ing
 mu sic al
 mu tu al
 at tend' ing
 de light ful
 be gin ning
 en snar ing
 dev' il ish
 red den ing
 van ish ing
 ev er green
 con ven' ient
 re proach ful
 plun' der ing
 un hap' py
 de ceit ful
 bulg' ing
 un cer' tain

fe vers
 grav el
 her pes
 hick up
 hu mors
 jaun dice
 mea sles
 phthis ic
 quin sy
 rat tles
 scur vy
 tetters
 pleu ri sy
 ty phus
 ul cers
 whit low
 ea tarrh'
 rick ets
 Diseases of
 beasts.
 soun der
 glan ders
 mur rain
 spav in

SECTION 4.

Miscellaneous.

cir' cum stan ces	con di' tion	state
be nev' o lence	char' i ty	love
ex pe di ent	suit a ble	fit
ju' di ca ture	tri bu' nal	court
ve rac' i ty	ver' i ty	truth
e qual i ty	par i ty	par
di vin i ty	de i ty	god
in ves ti gate	scru ti nize	scan
ex hil a rate	en li' ven	cheer
mag nif i cent	ma jes tic	grand
dex ter i ty	ex pert ness	skill
ad' ver sa ry	en' e my	foe
ig no min y	in fa my	shame
ep i der' mis	cu ti cle	skin
un der stand ing	in tel lect	mind

de bil' i tate	en' er vate	weak' en
ex ten u ate	pal li ate	les sen
ob strep erous	clam or ous	nois y
e pit o me	a bridge' ment	com pend
ex te ri or	ex ter nal	out ward
e lu ci date	il lus trate	ex plain
hab i ta' tion	res' i dence	a bode
con' tu me ly	in so lence	re proach
an i mad vert'	crit i cise	cen' sure
ex on' e rate	dis bur' den	un load
ex ter mi nate	ex tir pate	up root
su per' flu ous	re dund' ant	use' less
oc cu pa' tion	em ploy ment	busi ness
laz a ret to	hos' pi tal	pest house
re ver' ber ate	re ech' o	re sound'
o be di ent	sub mis sive	du' ti ful
sanc' ti ty	sanc' ti tude	ho li ness
rec on cile	to restore friend ship	
pre am ble	pref a to ry re marks	

Miscellaneous.

of fi' cious	in ter med' ding	Parts of Animal bodies.
po lem ic	con tro ver sial	an' kle
lus tra tion	pu ri fi ca' tion	bo som
ac u men	dis crim i na tion	bow els
suav' i ty	a gree' a ble ness	el bow
un com' mon	ex tra or' di na ry	eye lid
e' qui poise	e qui lib ri um	fore head
dil i gence	as si du i ty	gas tric
her e sy	het' e ro dox y	glot tis
pri ma ry	el e ment' a ry	giz zard
ped i gree	gen e al o gy	gul let
cow ard ly	pu sil lan i mous	fin ger
de struc' tive	del e te ri ous	

cor po' re al	bod' i ly	hars let
pal' a ta ble	rel ish a ble	in step
nec ro man cy	con ju ra' tion	kid ney
sov er eign ty	su prem' a cy	knuc kle
mal e fac'tor	e vil do' er	la rynx
te nac' i ty	ad he' sive ness	liv er

a bom' i na ble	ne fa' ri ous	mid riff
in dis crim' i nate	pro mis' cu ous	mem brane
per ti nac i ty	ob' sti na cy	mus cle
in tro duc to ry	pre lim' i na ry	nos tril
vo cab'u la ry	dic tion a ry	pal ate
no to ri' e ty	pub lic' i ty	pel vis
sens u al i ty	car nal i ty	pu pil
dis con' so late	com' fort less	shoul der
o' ner ous	bur den some	stom ach

con san guin' i ty	blood re la' tion	ten don
me di oc ri ty	middle state	ud der
mau so le um	splendid tomb	ar te ry
as sas' sin	secret murderer	cu ti cle

SECTION 5.

Miscellaneous.

an tag' o nist	ad' ver sa ry	Civil and Military Officers.
a me na ble	an swer a ble	
cu pid i ty	ea ger de sire'	
spon ta ne ous	vol' un ta ry	
a nom a lous	ir reg' u lar	
dog mat ic al	per' emp to ry	
e con o my	fru gal' i ty	
in e bri ate	in tox i cate	
ob liv i on	for get ful ness	
per pet u al	con tin u al	
pri mor di al	o rig i nal	
so lic it u de	anx i e ty	
the ol o gy	di vin i ty	
va' ri e gate	di vers i fy	
non en' ti ty	non ex ist' ence	
pro pens i ty	in cli na tion	
hy poth e sis	sup po si tion	
tau tol o gy	rep e ti tion	
u bi qui ty	om ni pres ence	
con ster na' tion	as ton' ish ment	

con va les' cent	re cov' er ing	Ecclesiastical.
de re lic tion	a ban don ment	
pan a ce a	ca thol i con	
ex e ge sis	ex pla na' tion	
rem i nis cence	rec ol lec tion	

af fin' i ty, relationship	
cem' e te ry, burying ground	
in gre' di ent, component part	
in no va' tion, novel change	

Avoid speaking evil of persons; if you can say nothing in their favor, you had better be silent.

Good breeding consists in a respectful behavior to all.

Do to others as you would be done by.

Miscellaneous.

fe li ci tate	con grat' u late	greet
con tempt i ble	des' pi ca ble	mean
a nath e ma	mal e dic' tion	curse
a dul' te rafe	con tam' i nate	pol lute
pre pos ter ous	ir ra tion al	ab surd
com mis er ate	com pas sion ate	pit' y
con gru i ty	con sist en cy	fit ness
con cu pis cent	li bid i nous	lust ful
ce ler i ty	ve loc i ty	swif tness
e quiv o cal	am big u ous	doub t ful
pro pin qui ty	prox im i ty	near ness
an te ce' dent	an te ri or	pri or
con sec' ta ry	cor' ol la ry	de duc' tion
ex trav a gant	ex or' bi tant	ex ces sive
ex u ber ant	lux u ri ant	a bund ant
fe lic i ty	be at i tude	hap' pi ness
en co mi um	pan e gyr' ic	eu lo gy
for tu i tous	ac ei dent al	cas u al

READING LESSON.

A vessel is a great ship made to sail on the ocean.

Some ships will hold more men than the largest house you ever saw. Sometimes they collect many ships, and when they are all together, call them a fleet. Then they will fill them with men called sailors, and take cannon, and powder, and balls, and swords, and pistols, and sail out on the ocean. If they meet another fleet, then they commence fighting.

How the cannon balls will then fly, and tear the ships, and cut down the sailors! During all this time the captain runs from place to place, crying out in a voice like thunder, "Boys, don't give up the ship." Then comes the tug of war, when the men try to get each others' ships.

Miscellaneous.

cer e mo' ni ous
con ti gu i ty
e co nom i cal
in di vid u al
plu vi am e ter
pri mo ge ni al
hy per bo re an
an i mos i ty
o le ag i nous
per spi cu i ty
sub i ta 'ne ous
su per cil i ous
sub sid' i a ry
di lap i da ted
hi e ro glyph' ic
in fat u a tion

for mal
near' ness
fru gal
sin gle
rain gage
first born
north ern
ha tred
oil y
clear ness
sud den
haught y
aid ing
de cay' ed
em' blem
fol' ly

Buildings.
ar' se nal
hos pi tal
mu se um
meet ing house
nun ne ry
syn a gogue
the a ter
ca the' dral
pan the on
ro tund o
state pris on
Quadrupeds.
ich neu' mon
o pos sum
kan ga roo'
cha me' le on

Time once past never returns. Defer nothing for the morrow which should be done to-day.

e mol' li ent
ef front e ry
per cip i ent
un der tak' ing
re sid' u um
nec' es sa ry
im per' a tive
cir cum fe rence
i ras ci ble
er u di' tion
con' tem plate
dis sim u la' tion
di aph o ret ic
ex' pi a to ry
in ter' mi na ble

len' i ent
im pu dence
sen ti ent
ad vent' ure
re main der
es sen' tial
im pe ri ous
pe rim e ter
ir' ri ta ble
sci ence
med i tate
du plic' i ty
su do rif' ic
pi ac' u lar
un lim it ed

soft' en ing
sau ci ness
per ceiv ing
en ter prise
res i due
re qui site
com mand' ing
pe riph e ry
pas' sion ate
learn' ing
muse
de geit'
sw eet' ing
a ton' ing
end' less

SECTION 6.

Reading Lesson.

When you can read well, you must get a his-to-ry, and read all the sto-ries. A his-to-ry is a book that tells you what great men have done, and what kings and na-tions have done, in all ages, and in all parts of the world. How they have had great ar-mies, and made them fight, and kill each oth-er. A great ar-my would fill the road many miles, as thick as the folk-come out of the meet-ing house. They have can-non, as big as a small log, that will shoot a ball as large as your head, and they have guns, and swords, and pis-tols. Then they some-times wear red coats, and high caps with feath-ers on them, and have drums and fifes, and the horses prance and snort. You could not count all the men and horses in one whole year. Now, do you not think it is ver-y wick-ed, for men to get to-ge-th-er in such great ar-mies, and fight and kill one an-oth-er because some great cap-tain or king tells them they must? Some-times they be-come so en-raged at each oth-er, they will put a whole hat full of balls in-to the can-non at once, and shoot them a-mongst the thick-est of the men. If they come near e-nough, they will cut off their heads with their swords, or run their swords quite through their bo-dies, if they can get a chance, till great heaps of dead men lie a-bout on the ground so thick you could har-ly walk with-out tread-ing on them.—Some, with a leg or arm shot off, groan-ing and bleed-ing, and try-ing to crawl a-way. O, what a dreadful sight this would be! Now, if you get a his-to-ry, and read it, you will learn more of the wars than I could tell you in a mes-th.

How man-y poor lit-tle boys and gi-rls have had their fa-th-ers kill-ed in the wars! and then their mo-thers must work so hard, to take care of the poor lit-tle fa-ther-less child-ren. Are you not sor-ry?

SECTION 7.

Choice of adjectives of similar meaning.

cold	gel' id	bluff	high bank
hard	cal lous	hedge	thorn fence
warm	tep id	lute	clay paste
red	crim son	sham	false show
old	se nile	stride	long step
aus' tral	south' ern	sane	of sound mind
bri dal	nup tial	site	ground plot
li mous	slim y	scoop	lade out
spi ny	thorn y	dodge	start aside
mat in	morn ing	quaif	drink largely
shag gy	vil lous	drought	dry weather
shin ing	lu cid	ledge	rocky steep
se tous	brist ly	phrase	short sentence
yel low	sal low	stealth	secret act
blue	ce ru' le an	beware'	take care
dark	ca lig in ous	extant	in being
west	hes pe ri an	asperse	cast censure
glu' ti nous	vis' cid	impel	drive forward
pri me' val	o rig' i nal	col' fer	money chest
slip' pe ry	lu' bri ous	idol	heathen god
talk a tive	lo qua' cious	taper	wax candle
health ful	sa lu bri ous	duel	single fight
		junket	secret feast
		excise	} tax on goods
		impost	

The people who live in Lapland, make their bread from the inside bark of pine trees. The South Sea Islanders have the bread tree. This tree grows as tall as the oak, and bears a fruit about the size of a large apple. When the fruit is ripe, it is cut in slices, and baked upon hot stones.

It wou'd appear quite strange to us, if we were to see bread baked in this way.

When children learn words, they should learn the idea they are designed to impart.

CHAPTER X.

SECTION 1.

Saxon Nouns and Classical Adjectives.

The noun and its adjective of corresponding import. In most cases the child will know the primitive noun in each second column.

The adjectives, in each first column, are defined by repeating the words at the head of their respective columns, with the primitive word in the second column, standing opposite to its adjective. Thus, over *formic* stand "pertaining to," then *formic* is defined by saying "pertaining to ants." So *dorsal*, "pertaining to the back." Now define all the adjectives by such words as head their columns, in the same manner, using *a*, or *the*, with the *singular* or *plural*, as elegance of expression requires.

Pertaining to		Pertaining to	
for' mic	ant	lu' nar	moon
dor sal	back	men tal	mind
clin ie	bed	nerv ous	nerve
ur sine	bear	na sal	nose
na tal	birth	lo cal	place
fe line	cat	cos tal	rib
vac cine	cow	so lar	sun
ca nine	dog	stel lar	star
du cal	duke	fil ial	son
pe dal	foot	na val	ship
vul pine	fox	lin gual	tongue
car nal	flesh	den tal	tooth
vi tal	life	ve nous	vein
lum bal	loins	vi nous	wine
mar tial	war	mu ral	wall

The love of money is the root of all evil. Wisdom is of more value than wealth.

Avoid speaking evil of persons: if you can say nothing in their favor you had better be silent.

Be careful *what* you say, in the presence of strangers, as they may be inclined to take advantage of an unguarded expression, to injure your character.

If you would become a good, great, and wise man, be sure to begin while you are young.

Pertaining to

cor'ti cal bark
 bal ne al bath
 bib li cal book
 pec to ral breast
 cer e bral brain
 fes ti val feast
 vit re ous glass
 lin e ar line
 la bi al lip
 lac te al milk
 nom i nal name
 rad i cal root
 an nu lar ring
 lat e ral side
 sem i nal seed
 gut tu ral throat

Pertaining to

cal ca' ri ous chalk
 crus ta ceous crust
 her ba ceous herb
 tes ta ceous shell
 ce ta ceous whale
 lu ta ri ous mud
 cha lyb e an steel
 ol fac to ry smell
 di ur nal day
 noc tur nal night
 he ro ic he' ro
 me tal lic met al
 nu mer ic num ber
 he pat ic liv er
 of fi cial of fice
 fra ter nal broth er

lach' ry mal tear
 teg u lar tile
 tem po ral time
 sec u lar world
 dig i tal fin ger
 fer re ous i ron
 le o nine li on
 mer can tile mer chant
 nat u ral na ture
 om i nous o men
 ra tion al rea son
 sac char ine su gar
 a que ous wa ter
 fem i nine worn an

pa ter' nal fa' ther
 ma ter nal moth er
 mar mo re an mar ble
 pe cun ia ry mon ey
 lil i a' ceous lil y
 si li cious si lek
 cu' li na ry kitch en
 met ri cal meas ure
 mil i ta ry sold ier
 pul mo na ry lungs
 au rie' u lar ear
 { bru' mal win ter
 hi ber' nal stars
 sid' e ral

The happiness of the body consists in health; that of the mind, in virtue and knowledge.

Virtue's the friend of life, the soul of health,

The poor man's comfort, and the rich man's wealth.

Resembling		Pertaining to, or belonging to	
o' val	egg	flo' ral	flow' er
spi ral	screw	feb' rile	fe ver
o; se ous	bone	nup' tial	mar riage
neb u lous	cloud	ho' ral	hour
u ve ous	grape	brach i al	arm
gla cious	ice	cor o nal	crown
niv e ous	snow	am or ous	love
can nu lar	{ tube	ver ti cal	top
tu bu lar	wax	cor po ral	body
ce re ous	ash' es	cler i cal	cler gy
cin e' re ous	ser pent	a qui line	ea gle
ser' pen tine		flu vi al	riv er
tab u lar	ta ble	hu me ral	should er
fa ba' ceous	bean	bes tial	beast
cap' il la ry	hair	cru ral	leg
re tic u lar	net	ver nal	spring
or bic u lar	orb	mun dane	world
pa pav er ous	pop py		

Pertaining to			
sa cer do' tal	priest	ru' ral	coun try
ma rine'	sea	ce les' tial	heav en
ter rene	earth	so ren sic	{ courts
do mes tic	house	ju di cial	
oph thal mic	eye	ar tie u lar	joint
max' il lar	jaw	pa ro chi al	par ish
eo lo' ni al	col o ny	vin de mi al	vint age
seco' ri ous	dross	mar' i time	sea
mag is te' ri al	mas ter	ma lar	cheek
in' fan tile	in fant	Uttered by	
mas cu line	man	o' ral	mouth
po et' ic al	po' et	vo cal	voice
		ver bal	word

Adhere firmly to morality and virtue, and never treat serious things with levity.

Do good to all men as you have opportunity.

LESSON No. 8.

Columbus was supposed to be the first man who sailed across the Atlantic ocean. He came from Spain, in Europe. Spain is easterly, where you see the sun rise. The people in Europe did not know of this great continent where we live, till Columbus sailed west from Spain across the Atlantic ocean, and found it. When he found it, there were a great many Indians on it.

Did you ever see an Indian? How do you think they came here? They could not wade through the sea, and come from Europe in that way. The longest rope you ever saw would not reach to the bottom of the sea. They could not build ships. They had no such saws nor axes as we have, to cut down trees and make them into boards. They had no knives nor forks to eat with. They could not read as we do.

They had no books. They had no great cities, nor houses. They wandered about in the woods, and slept on the ground, or in small huts, called wigwams. Sometimes they hunted deer with bows and arrows.—They had stone arrows, stone knives, and stone axes, and pounded their corn in stone mortars. Once they were here where we now live, but the white men have driven them off, and got the land where they used to hunt.

Poor Indians!—are you not sorry for them?—When you can read well enough, you must get some books that will tell you many stories about them. How King Philip, who was a great Indian warrior, went about with his other Indians and killed the white folks, and burned their houses and towns, and carried away a great many little children.

Reading makes a full man; writing makes a correct man; conversation makes a ready man, and thinking makes a great man.

It is characteristic of a great mind, to inquire into the reason and cause of things.

SECTION 3.

Abounding with or consisting of

pi' lous	hair	brad	A little, or small
sa line	salt	tack	{ nail
fi brous	fi bre	dot	point
ru gous	wrin kle	jag	load
pul ver ous	dust	lump	mass
ig ne ous	fire	switch	stick
pop u lous	peo ple	bil let	note
a e' ri al	air	eas ket	box
fi la ceous	thread	dim ple	dent
san guin e ous	blood	fil let	band
ma te ri al	mat ter	nib ble	bite
vo lu min ous	vol ume	peb ble	stone

Opposite in meaning.

in trin' sic	ex trin' sic	ring let	ring
im ple tion	de ple tion	rip ple	wave
ag' gre gate	se' gre gate	satch el	{ bag
con se crate	des e crate	wal let	
tac' i turn	talk a tive	stream let	stream
sin cer' i ty	hy poc' ri sy	ham let	vil lage
su pe ri or	in fe ri or	vi al	bot tle
de te ri o rate	a me li o rate	mi cro cosm	world
stop' page	pas' sage	min ia ture	por trait
skit tish	gen tle	or i fice	hole
tru ly	false ly	par a sol	um brel la
		riv u let	riv er

THE GRAVE YARD.

Perhaps, in this neglected spot, is laid

Some heart, once pregnant with celestial fire;
Hands, that the rod of empire might have sway'd,
Or wak'd to ecstasy the living lyre:But Knowledge to their eyes her ample page,
Rich with the spoils of time, did ne'er unroll;
Chill penury repress'd their noble rage,
....And froze the genial current of the soul.

CHAPTER XI.

SECTION I.

Compound Classical Adjectives, and mostly Saxon nouns.

The first part of each word, in the first column, has the same meaning as the word against it in the second column; therefore, by repeating the word or words standing at the head of the column, with whatever stands in the second column, against each succeeding word, defines each word in the first column. Thus, *Bearing* heads the first column. Then to define *armigerous*, say *bearing arms*; *cauliferous*, *bearing stems*.

Bearing		Producing
a.	n.	
ar mig'er ous	arms	au rif'er ous gold
cau lif'er ous	stems	cal cif'er ous lime
cru cif'er ous	cross	con chif'er ous shells
cru cig'er ous		cul mis'er ous stalks
fruc tif'er ous	fruit	fo lif'er ous leaves
fru gif'er ous		fron dif'er ous boughs
en sif'er ous	swords	leaves
glan dif'er ous	a corns	flam mif'er ous flame
la nif'er ous	wool	gem mip'a rous buds
la nig'er ous		lac tif'er ous milk
nu cif'er ous	nuts	mor tif'er ous death
pal mif'er ous	palms	nu bif'er ous clouds
squa mig'er ous	scales	os sif'er ous bones
pru nif'er ous	prunes	o vip'a rous eggs
gland u lif'er ous		plums
	glands	ro rif'er ous dew
		suc cif'er ous sap
		spi nif'er ous thorns
		sa lif'er ous salt
		ver mip'a rous worms
		le this'er ous death
		pes tif'er ous plague
Having		
cor nig'er ous	horns	
che lif'er ous	claws	
mam mif'er ous	breasts	

Producing		Cloth.
ba ^c ci ^f er ous	ber' rics	bar' ra can
fe ^r ri ^f er ous	i ron	cal i co
la ^u ri ^f er ous	lau rel	can ne qu in
me ^l li ^f er ous	hon e y	cas si mer
po ^m i ^f er ous	ap ples	cor du roy
plu ^u mi ^g er ous	feath' ers	di a per
cu ^u prif er ous	cop per	dim i ty
flo ^u ri ^f er ous	flow ers	huck a back
om ni ^f er ous	all kinds	tap es try
ar un din' e ous	reeds	tu' le ty
cal a mi ^f er ous	plants	ban dan' a
cor ti ci ^f er ous	bark	boin ba sin' 2
lu mi ni ^f er ous	light	

sal i ni ^f er ous	salt	Fortifications.
sal u tif er ous	health	bar ri ca le'
sem i ni ^f er ous	seed	pal i sade
so no ri ^f er ous	sound	in trench' ment
met al li ^f er ous	met als	her' is son
nec ta ri ^f er ous	nec tar	gar ri son
res i ni ^f er ous	res in	par a pet
rac e mi ^f er ous	fruit in	
co rym bif er ous	clus ters	
hed e ri ^f er ous	i vy	Weapons.
fe brif' ic	fe ver	blun der buss
ru brif ic	red	bay o net
som ni ^f ic	sleep	dam as kin
cer u lif' ic	blue	cim i tar
frig o ri ^f ic	cold	jav e lin
so po ri ^f ic	sleep	ra pi er
sa po ri ^f ic	taste	
lu ci ^f er ous	light	Soldiers.
bul bif er ous	bulbs	com' pa ny
som ni ^f er ous	sleep	reg i ment
so po ri ^f er ous	o dor	sen ti nel
o do ri ^f er ous		civ al ry
		in' faint ry

SECTION 2.

Having the form of	Vessels and measures.	Quadrupeds.
cap' ri form	goat	
cau li form	stalk	baboon'
cal ci form	calx	bi det
cor di form	heart	bad'ger
cru ci form	cross	beaver
cu ni form	wedge	brock et
cym bi form	boat	cam el
den ti form	tooth	cas tor
en si form	sword	cat tle
glan di form	glands	punch eon { cham ois
lin gua form	tongue	pig gin { sham my
lu ni form	moon	pitch er { don key
o vi form	egg	pot tle { fil ly
ret i form	net	gal lon { ga zel
scu ti form	shield	gob let { gen et
stel li form	star	hogs head { gi rasse
fal ci form	sickle	kee ler { heif er
om ni form	all forms	ket tle { jack al
ca pil' li form	hair	rund let { ja guar
cor ti ci form	bark	skil let { leop ard
fis tu li form	{ pipe	tank ard { mam moth
oe u li form	{ tube	mon key { pan ther
sco ri form	{ eye	rac coon' { rein deer
	{ dross	vi al { ze'bra
Eating or feeding on		
car niv' o rous	flesh	cu bit
gra niv o rous	grain	fath om
her biv o rous	herbs	fur long
os siv o rous	bones	
sar coph a gous	flesh	Carriages.
om niv o rous	{ every	bug gy
	{ thing	phae ton
e quiv o rous	{ horse	sulk y
	{ flesh	wag on
		stage
		coach
		Instruments of music.
		clar' i on
		flag e let
		dul ci mer
		2 tam bo rin
		vi o lin

SECTION 3.

Eating or feeding on

ver miv' o rous	worms
bac civ o rous	ber ries
pis civ o rous	fish es
gra mi niv' o rous	grass
o phi oph a gous	snakes
an thro poph a gous	{ human flesh

Officers.

ad' mi ral
au to crat
aid de camp
em pe ror
com mo dore
con sta ble
cor o ner
cor po ral
chan cel lor
gov ern or
gen e ral
mag is trate
no ta ry
pres i dent
sur ro gate
lieu ten' ant
man da rin'
brig a dier
Quadrupeds.
an' te lope

Government of a state
or kingdom by

au toc' ra sy	one's self
de moc ra cy	peo ple
the oc ra cy	God
stra toc ra cy	sold ier y
ar is toc' ra cy	no bles
pa' tri arch y	fa thers
mon ar chy	one man
gyn ar chy	fe male
the ar chy	God
hep tar chy	7 persons
o lig' ar chy	few persons

An instrument for
measuring

cal o rim' e ter	heat
cran i om e ter	skulls
ga som' e ter	gas es
om brom e ter	rain
pho tom e ter	light
py rom e ter	heat
try bom e ter	fric tion
ther mom e ter	{ tempe- rature
ba rom e ter	{ weight of air
hy drom e ter	{ gravity of water

buf fa lo
'cat a mount

el e phant
li on ess
mas to don
u ni corn
mo noc' e ros
rhi noc e ros
bu eph a lus
drom' e da ry

Plants.

dan' de li on
co ri an' der
el e cam paqe'
ge ra' ni um

An instrument for measuring

ma nom' e ter	{ density of air purity of air solid angles electri- city force of wind
eu di om' e ter	
go ni om e ter	
e lec trom e ter	
a ne mom e ter	
e chom' e try	
pla nim e try	

The art of measuring

ba c u lom' e try	echo
ste re om e try	plane
trig o nom e try	surfaces
	distance
	solids
	angles

Words of opposite meaning.

buy	sell
boy	girl
bless	curse
best	worst
black	white
bone	flesh
cool	warm
cold	hot
come	go
coarse	fine
cheap	dear
day	night
dry	wet
east	west
far	near
fair	foul
fat	lean

Divining by

ar' ith man' cy	numbers
cap no man cy	smoke
ge o man cy	lines
hy dro man cy	water
nec ro man cy	the dead
py ro man cy	fire
gy ro man cy	circles
o phi om' an cy	serpents
o nei rom an cy	dreams

Science of refracted, or reflected

ca top trics }	light
di op trics }	
di a cou s' tics }	sound
ca th cou s tics	
ca ta phon ics	

false	true
first	last
find	lose
friend	foe
great	small
good	bad
hard	soft
high	low
height	depth
hill	vale
in	out
joy	grief
long	short
loss	gain
love	hate
laugh	cry
bought	sold

The science which treats of		Words of opposite meaning.	
op' tics	light	life	death
pho nics	sound	light	dark
phys ics	nature	left	right
tech nics	arts	more	less
eth ics	morals	meet	part
stat ics	{ bodies at rest	north	south
a cou s' tics	sounds	old	new
pneu mat ics	air	pain	ease
po et ics	poetry	praise	blame
me chan ics	machines	prow	stern
gno mon ics	dialing	push	pull
har mon ics	{ musical sounds	rich	poor
sci op tics	{ camera obscura	rise	fall
sta tis tics	{ state of the country	rear	front
hy draul ics	{ motion of water	right	wrong
pol'i tics	{ govern- ment	salt	fresh
		sit	stand
		sick	well
		sink	swim
		slow	fast
		soon	late

a rith' me tic	numbers	some	none
fos sil o gy	fossils	smile	frown
di a lec' tics	reasoning	smooth	rough
math e mat ics	quantity	strong	weak
met a phys ics	mind	short	tall
py ro tech nics	fireworks	sow	rip
hy dro stat ics	{ weight of fluids	tame	wild
nu mis mat ics	coins	thick	thin
mag net' ics	magnetism	thaw	freeze
bot'a ny	plants	up	down
as tron o my	stars	wake	sleep
a nat o my	dissection	whole	part
		yes	no

SECTION 4.

A treatise on, or a treatise of	Instruments of
stars	Music.
shells	drum
trees	fife
water	flute
nations	lute
fossils	lyre
structure of the earth	harp
measure	Vessels.
nerves	brig
knowledge of diseases	barque
sound	ship
mountains	sloop
light	frig ate
heat	gal ly
soul	sh. l. lop
plants	scneon er
brain	Tools.
nature of diseases	au ger
flesh	chis el
skull	clev y
demons	col ter
insects	har row
derivations	ham mer
galvat. sm	hatch et
generations	har ness
reptiles	la dle

I will go to my tent, and lie down in despair ;
 I will paint me with black, and will sever my hair ;
 I will sit on the shore, where the hurricane blows,
 And reveal to the god of the tempest my woes ;
 I will weep for a season, on bitterness fed,
 For my kindred are gone to the hills of the dead ;
 But they died not by hunger, or lingering decay ;
 The steel of the white man hath swept them away.

Discoursing of, or treatise on		Materials for	Small
		building.	Quadrupeds.
hi e rol' o gy	sacred things	boards	cat
i con ol o gy	images	bricks	cub
ich thy ol o gy	fishes	brads	hare
min er al o gy	minerals	braces	kid
o phi ol o gy	serpents	glass	lamb
or ni thol o gy	fowls	hinges	lynx
os te ol o gy	bones	joists	mink
lex i col o gy	words	lath	mouse
pa le ol o gy	antiquities	lime	mole
phar ma col o gy	pharmacy	mortar	pig
pneu ma tol o gy	elastic fluids	nails	pup
pyr e tol o gy	fevers	planks	puss
tox i col o gy	poisons	plates	rat
ter min ol o gy	terms	pins	skunk
u ran ol o gy	heavens	putty	
ver me ol o gy	worms	posts	Small. and large.
me te o rol' o gy	meteors	rafters	ca' vy
The art of writing, or engraving on		sash	co ny
chal cog' ra phy	brass	sills	civ et
cryp tog ra phy	secret characters	siding	rab bit
li thog ra phy	stone	studs	sa ble
ste nog ra phy	short hand	spikes	squir rel
xy log ra phy	wood	shingles	wea sel
lex i cog' ra phy	dictionaries	sleepers	bi son
belles let' tres	polite literature	stones	bu gle
hy dro pho' bia	madness	screw	la ma
con' duit	{ artificial water	tile	li on
a que duct		timber	ot ter

If you should acquire but one new idea a day, during one year, it would amount to three hundred and sixty-five. In ten years you might become wise.

Take a red-hot poker in your hand rather than a cent dishonestly.

A description of, or treatise on		Parts and appendages of buildings.
cos mog' ra phy	world	bolt
ge og ra phy	earth	door
hy drog ra phy	waters	eaves
my og ra phy	muscles	floor
see nog ra phy	{ perspective	flue
	{ scenery	hall
to pog ra phy	{ a particular	hearth
	{ place	jamb
bi og ra phy	life	key
ze eg ra phy	animals	latch
an e mog' ra phy	winds	lock
bib li og ra phy	books	roof
hag i og ra phy	{ holy	sash
	{ things	stairs
ou ra nog ra phy	heavens	shelf
sel e nog ra phy	moon	sink
bib li og ra phy	books	

The art of

che reg' ra phy	map ping	wall
chi rog ra phy	writ ing	bel fry
ho rog ra phy	dialing	chim ney
or thog ra phy	{ correct	cel lar
ty pog ra phy	{ spelling	col umn
	printing	cor nice

Opposites in meaning.

e' qual	un e' qual	lin tel
mer it	de mer it	lob by
plain tiff	de fend ant	pan el
ea sy	dif' fi cult	par lor
guilt y	in no cent	ter race
la zy	dil i gent	win dow
plu ral	sin gu lar	pan try
the ist	a the ist	cu po la
for get'	re mem' ber	gal le ry
o paque	trans pa rent	kitch en
		cup board

SECTION 5.

Verbs with their appropriate adjectives.

Define such adjectives by joining, *that may be*, to the perfect participle of the verb. Thus: "flexible, *that may be bent*;" "sensible, *that may be healed*," &c.

v.	a.	v.	a.
bend	flex' i ble	car' ry	port' a ble
break	fran gi ble	e lect'	el i gi ble
heal	san a ble	ex plain	ex pli ca ble
do	fea s i ble	pre fer	pref er a ble
eat	eat a ble	wound	vul ner a ble
hold	ten a ble	per ceive	per cept' i ble
hear	au di ble	re duce	re du ci ble
plough	ar a ble	re fract	re fran gi ble
praise	laud a ble	re pair	re pair a ble
read	leg i ble	re turn	re turn a ble
save	salv a ble	re verse	re vers i ble
see	vis i ble	con fine	con fin a ble
touch	tan gi ble	show	os ten si ble

Use *to* in defining as it stands with *abscind*.

ab scind' <i>to</i> cut off	de rive'	draw from
ab scond	dis burse	pay out
ab stract	convoke	call together
ac crue	ex scind	cut off
de duce	in flict	lay on
in ject	pre cede	go before
de ject	re vert	turn back
de volve	sub scribe	write under
con volve	as cer tain'	find out
e smit	su per vene	come upon
se clude	em' a nate	issue from
in here	in ter rupt'	break in upon
ar rive	pros' trate	lay flat
ex empt	in ter vene'	come between
de tract	im bibe	drink in
pro pel	dis tinct	different from

Repeat the words at the head of each column with the word in the second column, to define the words in the first column. Thus: "de i cide, *the slaying of a God.*"

The slaying of, or the slayer of			
de' i cide	God	su' i cide	one's self
fra tri cide	brother	fil i cide	child
hom i cide	man	vat i cide	prophet
ma tri cide	mother	in fan' ti cide	infant
par ri cide	pa rent	ty ran ni cide	tyrant
re gi cide	king	so ror i cide	sister
The noise of			
bray	ass	neigh	Crimes.
bleat	sheep	whin ny	
buzz	bees	kaw	ar' son
hum		caw	as sault'
bark	dog	squalk	burg' la ry
whine		peep	big a my
howl		pip	cheat ing
coo	dove	hiss	ex tor' tion
chirp	bird		gam' ing
crow	cock		gam bling
croak	frog		tre a son
cluck	hen	drag' on	li bel
cac kle		ad der	lar ce ny
grunt	hog	ed der	mur der
squeal		hy dra	maim ing
hiss	goose	vi per	per jur y
gar gle		cock' a trice	poi son ing
gob ble	tur key	croc o dile	rob be ry
low	ox	cop per head	pi ra cy
bel low		mock e son	steal ing
mew	cow	scor pi on	ri ot
pur		al li ga' tor	fraud
waul	cat	sal' a man der	for ge ry
whis tle		asp—bo a	kid nap ping
		hoop—rat tle	tres pass
			swin dling
			blas phe my

Is mainly composed of		Buildings.	Great circles
air	{ oxygen and nitrogen	barn	on the globe.
water	{ oxygen and hydrogen	church	e qua' tor
oil		fan	ho ri zon
lard		house	e clip tic
wax		mosque	co lures'
tallow		store	me rid' i an
resin		shop	Smaller circles.
gin		shed	
rum		jail	trop' ics
brandy		ab' bey	po lar
whisky		chap el	circles
steel	{ water and oxygen	col lege	Planets.
lime	{ alcohol	dun geon	mer' cu ry
diamond	{ iron and carbon	sta ble	ve nus
charcoal	{ calcium and oxygen	tem ple	earth
black lead		Troops.	mars
salt	{ car bon	dra goon'	ju pi ter
bones and	{ soda and mur. acid†	ma tross	sat urn
gypsum	{ lime and sulp. acid†	pla toon	hers chel
glauber salts	{ soda and sulp. acid	bri gade	Asteroids.
epsom salts	{ magnesia and sulp. acid	sold' ier	ce' res
copperas	{ iron and sulp. acid	ar my	pal las
saltpetre	{ potash and sulp. acid	Protections in war.	ju no ves ta
		shield	—
		buck' ler	solar
		hel met	system
		cui rass'	sun
		re dout	planets
		stock ade	satellites
		for' tress	asteroids
		bar racks	comets

calomel, a preparation of mercury

† Mur. muriatic—sulp. sulphuric.

READING LESSONS.

Education.

What is a good education? We hear much about it. Who will tell us what it is? Every child in school expects to obtain it. But it is necessary that they should know what it means.

Is it to get lessons well, and to excel in every study? This is a part, but not all. Some make great progress for a time, and then become indolent. Others are distinguished while they go to school,—but when they leave it, cease to improve.

Is it a knowledge of books? Yes, and something more. It is possible to possess learning, and be ignorant of necessary things. There was a lady who read many books, yet did not know if her dress was in a proper condition, and could not always find her way home, when she went abroad.

Is it to cultivate the intellect? This is not enough. It must also strengthen the moral principles, and regulate the affections. It must fit for the peculiar duties that devolve upon us. It must keep in just balance, and bring forth to healthful action, all the powers that the Creator has given us.

A good education, is that which prepares us for our future sphere of action. A warrior or a statesman, requires a different kind of training from another, or the instructress of a school. A lady who has many accomplishments, yet is deficient in the science of housekeeping, has not been well educated.

A good education makes us contented with our lot. This, an ancient philosopher said, was what made him happy in an obscure abode, and when he was alone, talked with him. A restless and complaining temper proves a bad education.

A good education is a fortune in itself. I do not mean that it will always secure wealth. But it brings something better than the gold that perishes. For this may be suddenly lost. Fire may consume it. Water may overwhelm it. The tempest may destroy it. The thief may take it away.

But that knowledge which enriches the mind, which moderates its desires, which teaches to make a right use of time, and to promote the happiness of others, is superior to the elements. Fire, air, earth, and water, have no power over it. It can rule them as servants. It fears neither rust nor robber. It walks with us into the vale of years, and does not leave us till we die.

What a great evil is ignorance! We can see this by the state of those countries where it prevails. The history of past times will show us how miserable were their inhabitants,—how unfit to judge for themselves,—how stubborn in wickedness, how low in their pleasures,—how ready to be the prey of the designing.

Look at the man who can neither read nor write. How confused are his ideas! How narrow his conceptions! How fixed his prejudices! How dependent is he on others to convey his sentiments, and to interpret their own! How liable to mistakes! How incapable of forming just and liberal opinions! Ignorance has been truly called the mother of error.

A good education is another name for happiness. We all desire to be happy, and should be willing to take pains to learn how. He who wishes to acquire a trade or a profession,—to build a house, or to cultivate a farm, or to guide a vessel over the sea, must expect to work as an apprentice, or to study as a scholar. Shall we not devote time and toil to learn how to be happy? It is a science which the youngest child may begin, and the wisest man is never weary of. If we attain the knowledge of many languages,

and the fame of great learning, yet fail in that which makes the heart and the life good, our knowledge is but "sounding brass, and a tinkling cymbal."

National Education.

1. How is a nation to grow rich and powerful ? Every one will answer, By cultivating and making productive what nature has given them. So long as their lands remain uncultivated, no matter how rich by nature, they are still no source of wealth ; but when they bestow *labor* upon them, and begin to plough and sow the fertile earth, they then become a source of profit.

2. Now, is it not precisely the same case with the natural powers of *mind* ? So long as they remain uncultivated, are they not valueless ? Nature gives, it is true, to the mind, *talent*, but she does not give learning or skill ; just as she gives to the soil *fertility*, but not wheat, or corn. In both cases the labor of man must make them productive.

3. Now, this labor applied to the mind, is what we call *education*, a word derived from the Latin, which means the educating or bringing forth the hidden powers of that to which it is applied. In the same sense also we use the word *cultivation* : we say, "cultivate the mind," just as we say "cultivate the soil."

4. From all this we conclude that a nation has two natural sources of wealth ; one, the *soil* of the nation, and the other the *mind* of the nation. So long as these remain *uncultivated*, they add little or nothing to wealth or power.

5. Agriculture makes the one productive, education the other. Brought under cultivation, the *soil* brings forth wheat and corn and good grass, while the weeds and briars, and poisonous plants, are all rooted out ; so *mind*, brought under cultivation, brings forth skill and learning, and sound knowledge and good principles ; while ignorance, and prejudice, and

bad passions, and evil habits, which are the weeds and briars and poisonous plants of the mind, are rooted out and destroyed.

6. An ignorant man, therefore, adds little or nothing to the wealth of the country, an educated man adds a great deal; an ignorant man is worth little in the market, his wages are low because he has got no knowledge or skill to sell. Thus in a woollen factory a skilful workman may get \$10 or \$15 a week, while an unskilled workman must be content with \$2 or \$3.

7. In a store or counting-house, one clerk gets \$1,000 salary, because he understands book-keeping or the value of goods, while another, who is ignorant, gets nothing but his board.

8. We see this difference, too, when we look at nations. Thus China has ten times as many inhabitants as England, but England has a hundred times as much skill; therefore England is the more powerful of the two, and frightens the government of China by a single ship of war.

9. Thus, too, among the nations of Europe, Prussia is more powerful and prosperous than any other of the same size on the continent, because all her people are educated, and that education is a *Christian* one, making them moral and industrious, as well as skilful.

10. If, then, the education of the people be necessary to the prosperity of the nation, it is the duty of the government or nation to provide for it: that is, to see that no child grow up in ignorance or vice, because that is *wasting* the productive capital of the country.

11. This education, too, should be a *Christian* education, in order that children when they grow up should be honest, faithful and temperate; for if a man be a liar or a drunkard, his knowledge and skill is worth little to the country, because he will be neither trusted nor employed.

DR. MC · VICKAR.

MISCELLANEOUS.

aisle	a walk in a church
feint	a false pretense
hearse	a carriage for the dead
ar raign'	to call a criminal to the bar
co coon	the silk worm's ball
ad jure	to bind by oath
con vulse	to shake or cramp
dis tract	to throw into confusion
pre mise	to state previously
rout ine 1. 2	a round of business
su preme	the highest in authority
trans pire	to happen or come to pass
con' clave	private meeting
in stinct	innate perception
ma tron	an elderly lady
ax' i om	a self-evident truth
can di date	one seeking office
con sti tute	to fix and establish
el e ment	a first principle
em pha sis	pronouncing with stress of voice
in ter im	in the mean time
leg is late	to enact laws
lit i gate	to contest in law
mu ti late	to cut off an essential part
par a lize	to destroy power of action
pa tri ot	one who loves his country
per se cute	to harass unjustly
pre ce dent	a foregoing example
priv i lege	particular benefit
prof li gate	extremely vicious
ob lo quy	censorious speech
pes ti lence	any infectious disease
con ta' gion	communicating disease by contact
ca naille	coarser part of meal, dregs

al lu' vi on	soil deposited by water
af fi da' vit	a declaration under oath
ru' di ment	first principle
rep ro bate	one abandoned to sin
soph is try	false reasoning
sym me try	due proportion
u su ry	unlawful interest
co e' val	of the same age
ef fi' cient	causing effects
<i>i tal ics</i>	sloping letters
per cus sion	a striking against
stu pen dous	of astonishing magnitude
ef' fi ca cy	power to produce effects
ex o ra ble	that may be moved by entreaty
for mi da ble	exciting fear
hab it a ble	that may be inhabited
in ven to ry	catalogue of articles
mis cel la ny	a variety of subjects
pat ri mo ny	an estate inherited
e van' gel ize	to instruct in the gospel
ex pos tu late	to reason earnestly
ne ces si ty	what is unavoidable
no to ri ous	publicly known
phe nom e non	unusual appearance
pre rog a tive	exclusive privilege
sa ga ci ty	acuteness of discernment
su per la tive	in the highest degree
sus cep ti ble	capable of receiving
u nan i mous	of one mind
ver bos i ty	superabundance of words
cor po ra' tion	body politic
de sid e ra' tum	that which is to be desired
trin' i ty	union of three in one
mo ment' um	force of motion
ex pe ri ence	practical knowledge
or' tho e py	correct pronunciation
re tal' i ate	to render like for like
af fa ble	easy of conversation

ar mip' o tent	powerful in arms
bel lig er ent	carrying on war
cen trif u gal	flying from the center
me trop o lis	chief or mother city
mo nop o ly	engrossing the trade
mil len ni um	thousand years
noc tam bu list	night walker
som nam bu list	walking in sleep
phi los o phy	love of wisdom
po lyg a my	having many wives
di o ra' ma	showing light and shade
lo co mo tive	changing place
ge o cen tric	from the earth's center
pan o ra ma	view of all things
a' er o naut	aerial navigator
ep' i taph	inscribed on a tomb stone
par a dox	contrary to appearance
per i gee	nearest the earth
ab' di cate	to abandon an office
mir a cle	supernatural event
de pute'	to appoint as an agent
de ci pher	to find out something intricate
ath let ic	strong and vigorous
vice ge rent	one deputed with powers
ca tas tro phe	an unfortunate conclusion
ex ag ger ate	to enlarge beyond truth
an' ar chy	want of government
syn onym	of the same meaning
se ques' ter	privately to lay aside
synop sis	a general view
su per sede'	to come in the place of
am phib' i ous	living in two elements
em po ri um	place of merchandise
mag nan i mous	greatness of mind
pre cip' i tate	to throw headlong
e' go tist	one praising himself

Antiquated Scriptural Words.

Words of antiquated signification, found in our English Bibles, and defined according to the sense in which they are there to be understood; selected from the Preface to Professor Bush's Notes on the Book of Genesis—a work of profound research, and of inestimable value to Theologians and Biblical students.

albeit	although, Ezek. 13, 7.	worship	respect, Luke 14, 10.
anon	soon, Mat. 13, 20.	meat	food, Mat. 3, 4.
bestead	reduced to straits, Is. 8, 21.	cunning	skillful, Ex. 38, 23.
bewray	expose, Is. 16, 3.	honest	decent, 2 Cor. 8, 21.
beast	living creature, Rev. 4, 6, 7.	quick	living, Acts 10, 49.
cracknels	cakes, 1 Kings 14, 3.	ensue	pursue, 1 Pet. 3, 11.
day's man	umpire, Job 9, 33.	instantly	earnestly, Luke 7, 4.
fray	frighten, Zech. 1, 21.	ravin	prey, Gen. 49, 27.
fenced	fortified, Deut. 3, 5.	bruit	rumor, Nah. 3, 19.
holpen	helped, Ps. 83, 8.	eschew	avoid, Job 2, 3.
hosen	stockings, Dan. 3, 21.	wax	become, Is. 51, 6.
kerchiefs	eaps, Ezek. 13, 18.	trow	think, Luke 17, 9.
kine	cows, Gen. 32, 15.	twain	two, 1 Sam. 18, 21.
leasing	lies, Ps. 4, 2.	clean	entirely, Josh. 3, 17.
listed	pleased, Mat. 17, 12.	straitly	strictly, Gen. 43, 7.
let	hinder, Rom. 1, 13.	harness	armor, Ex. 13, 18.
molten	melted, Ezek. 24, 11.	wist, wot	know, Ex. 16, 15.
peeled	smoothed, Is. 18, 2.	tale	number, Ex. 5, 8.
purtenance	inward parts, Ex. 12, 9.	straw	scatter, Mat. 25, 26.
carriage	baggage, 1 Sam. 17, 22.	seethe	boil, 2 Kings 4, 38.
unwittingly	unawares, Lev. 22, 14.	sod	boiled, Gen. 25, 29.
passion	suffering, Acts 1, 3.	wench	girl, 2 Sam. 17, 17.
blains	blisters, Ex. 9, 9.	of	from, Mat. 7, 16.
unto	for, John 15, 7.	tache	button, Ex. 26, 6.
prevent	go before, 1 Thes. 4, 15.	deal	part, Ex. 29, 40.
advisement	counsel	implead	to go to law

Different orthography of the same names.

Hagar	Agar	Noah	Noe	Uriah	Urias
Ashdod	Azotus	Hosea	Osee	Judah	Judas
Kish	Cis	Shem	Sem	Messiah	Messias
Elijah	Elias	Tyre	Tyrus	Jeremiah	Jeremy
Elisha	Eliseus	Isaiah	Esaias	Jonah	Jonas

Scriptural phrases explained.

Good man of the house	i. e.	Master of the family
Uppermost rooms	"	Chief places at table
Cast the same in his teeth	"	Reproved him
We do you to wit	"	We inform you
Clode with	"	Quarreled or disputed with

LESSONS IN READING.

*What is that, Mother?***What is that, Mother?—**

The lark, my child.

The morn has but just looked out, and smiled,
When he starts from his humble, grassy nest,
And is up and away with the dew on his breast,
And a hymn in his heart, to yon pure, bright sphere,
To warble it out in his Maker's ear.

Ever, my child, be thy morn's first lays
Tuned, like the lark's, to thy Maker's praise.

What is that, mother?—

The dove, my son.

And that low, sweet voice, like a widow's moan,
Is flowing out from her gentle breast,
Constant and pure by that lonely nest,
As the wave is poured from some crystal urn,
For her distant dear one's quick return.

Ever, my son, be thou like the dove,—
In friendship as faithful, as constant in love.

What is that, mother?—

The eagle, boy,

Proudly careering his course of joy,
Firm on his own mountain vigor relying,
Breasting the dark storm, the red bolt defying ;
His wing on the wind, and his eye on the sun,
He swerves not a hair, but bears onward, right on.
Boy, may the eagle's flight ever be thine,
Onward and upward, true to the line.

What is that, mother?—

The swan, my love.

He is floating down from his native grove,
No loved one now, no nestling nigh ;
He is floating down by himself to die ;

Death darkens his eye, and unplumes his wings,
 Yet the sweetest song is the last he sings.
 Live so, my love, that when death shall come,
 Swan-like and sweet, it may waft thee home.

Active Christian Benevolence the Source of sublime and lasting Happiness.

Wouldst thou from sorrow find a sweet relief?
 Or is thy heart oppressed with woes untold?
 Balm wouldst thou gather for corroding grief?
 Pour blessings round thee like a shower of gold.—
 'Tis when the rose is wrapt in many a fold,
 Close to its heart, the worm is wasting there
 Its life and beauty; not when, all unrolled,
 Leaf after leaf, its bosom, rich and fair,
 Breathes freely its perfumes throughout the ambient
 air.

Wake, thou that sleepest in enchanted bowers,
 Lest these lost years should haunt thee on the night
 When death is waiting for thy numbered hours
 To take their swift and everlasting flight;
 Wake, ere the earth-born charm unnerve thee quite,
 And be thy thoughts to work divine addressed:
 Do something—do it soon—with all thy might;
 An angel's wing would droop if long at rest,
 And God himself, inactive, were no longer blest.

Some high or humble enterprise of good
 Contemplate, till it shall possess thy mind,
 Become thy study, pastime, rest, and food,
 And kindle in thy heart a flame refined.
 Pray Heaven for firmness thy whole soul to bind
 To this thy purpose—to begin, pursue,
 With thoughts all fixed, and feelings purely kind;
 Strength to complete, and with delight review,
 And grace to give the praise where all is ever due.

Rouse to some work of high and holy love,
And thou an angel's happiness shalt know,—
Shalt bless the earth while in the world above ;
The good begun by thee shall onward flow
In many a branching stream, and wider grow ;
The seed that, in these few and fleeting hours,
Thy hands unsparing and unwearied sow,
Shall deck thy grave with amaranthine flowers,
And yield thee fruits divine in heaven's immortal
bowers.

DEATH OF AN INFANT.

Death found strange beauty on that cherub brow,
And dashed it out. There was a tint of rose
On cheek and lip ;—he touched the veins with ice,
And the rose faded. Forth from those blue eyes
There spake a wishful tenderness,—a doubt
Whether to grieve or sleep, which innocence
Alone can wear. With ruthless haste, he bound
The silken fringes of their curtaining lids
For ever. There had been a murmuring sound,
With which the babe would claim its mother's ear,
Charming her even to tears. The spoiler set
His seal of silence. But there beamed a smile
So fixed and holy from that marble brow,—
Death gazed, and left it there ;—he dared not steal
The signet-ring of Heaven.

THE FAMILY BIBLE.

How painfully pleasing the fond recollection
Of youthful connections and innocent joy,
When, bless'd with parental advice and affection,
Surrounded with mercies, with peace from on high,
I still view the chair of my sire and my mother,
The seats of their offspring as ranged on each hand,

And that richest of books, which excell'd every other—
That family Bible; that lay on the stand;
The old-fashioned Bible, the dear, blessed Bible,
The family Bible, that lay on the stand.

That Bible, the volume of God's inspiration,
At morn and at evening, could yield us delight,
And the prayer of our sire was a sweet invocation,
For mercy by day, and for safety through night.
Our hymns of thanksgiving, with harmony swelling,
All warm from the heart of a family band,
Half raised us from earth to that rapturous dwelling,
Described in the Bible, that lay on the stand;
That richest of books, which excelled every other—
That family Bible, that lay on the stand.

Ye scenes of tranquillity, long have we parted;
My hope's almost gone, and my parents no more;
In sorrow and sadness I live broken-hearted,
And wander unknown on a far distant shore.
Yet how can I doubt a dear Saviour's protection,
Forgetful of gifts from his bountiful hand!
O, let me, with patience, receive his correction,
And think of the Bible, that lay on the stand;
That richest of books, which excelled every other—
The family Bible, that lay on the stand.

GRATITUDE TO TEACHERS.

I ought to remember the kindness of those
Who teach me at school, with such trouble and
pains;
'Tis better than giving me money or clothes,
For *they* may be *lost*, but my learning remains.

PART II,

BEING AN INTRODUCTION TO "TOWN'S ANALYSES."

Suggestions to Teachers.

No scholar can be said to have accomplished any thing valuable for himself, till he thoroughly understands what he studies, and perceives the application. It is therefore hoped, that teachers will not fail to question and explain to their pupils every particular. Although this part of the work is very much simplified, and brought down, as it is thought, entirely to the capacities of children, yet much, very much depends on the *oral* instruction of the *living* teacher.

In the first place those questions, answers and examples at the head of each table, with such rules as are occasionally referred to, must be distinctly learned as they occur. In these, the class must be exercised, till each pupil understands them perfectly. When this is accomplished, let the teacher give such number of primitive words for the class to spell, as they can learn well, with their definitions. Not to be so learned one day, that they may be forgotten the next, but to be learned for life. When the scholar has spelled the primitive word, and defined it, let the teacher put to him the same word with what is to be joined to it, and require the pupil to spell and define it thus modified. Lastly, tell the part or parts of speech. Let the same course be uniformly pursued, on the commencement of every new table.

After the scholars become familiar in answering

the questions, as proposed by the teacher, let him give out the primitive word, and require his pupils to go through the whole process alone. In this way, three or six months will be likely to accomplish the work of years. Words, language, and signification will become equally familiar. The prefixes and suffixes, component parts of sixty thousand words at least, will all be learned for the entire language, and for life.

In the first part, the scholar acquires a knowledge of most of the primitive words in the language, and in the second, rules and examples for forming and defining a large amount of compound and derivative words now in use.

RULES.

1. Silent *e*, when the final letter, must be dropped before the addition of suffixes, beginning with a vowel; as *debate*, then *debatable*.
Words ending in *ge* or *ce*, are exceptions; as *change*, *peace*, then *changeable*, *peaceable*.
2. Silent *e*, final, is retained before *ment*, *less*, *ly*, and *ful*; except *argue*, *awe*, *due*, *judge*, *lodge*, *true* and *acknowledge*, where it is dropped; as *argument*, *duly*, *awful*, &c.
3. When the letter *y* terminates a primitive word, or occurs in any of the derivative forms, and in either case, another letter or suffix is added, *y* is commonly changed into *i*, except before *ing*, as, *comely*, *comeliness*.

In some cases it is changed into *e*, as, *duty*, *du-teous*. But when *y* is preceded by a vowel, it is retained; as, *boy*, *betray*, then *boyish*, *betrayed*, except *lay*, *pay*, *say*, &c.

4. Monosyllables and words accented on the last syllable ending with a single consonant, preceded by a vowel, double that consonant before an additional syllable beginning with a vowel; as *rob*, *robber*, *swim*, *swimmer*, &c. *X* and *k* are never doubled.

When a diphthong precedes, or the accent is *not* on the last syllable, the consonant is *not* doubled; as, *boil*, *boiler*, *visit*, *visited*, with some few exceptions.

5. When *t* or *s* precedes *e* final, in such words as *admit* *tion* or *sion*, *e* is dropped, and the suffix is *ion*, as, *legate*, *legation*, *expanse*, *expansion*; *t* or *s* final, take *ion*.

6. Most words ending in *fy*, changing *y* into *i*, take *cation*; as, *deify*, *deification*, *gratify*, *gratification*. —Except *stupefy*, with few others, which makes *stupefaction*.

7. Many words in *ate*, drop *te* before *ble*; as, *estimate*, *estimable*; *agitate*, *agitable*.

The same class of words, *not* admitting *ble*, commonly take *cy*; as, *accurate*, *accuracy*, *adequate*, *adequacy*.

8. Words which take *ize*, as a suffix, commonly add *ation*; as *civil*, *civilize*, *civilization*.

Some others take *ation* without *ize*; as *sense*, *sensation*, *exalt*, *exaltation*.

States and Territories of the American Union, with their population and capitals.

STATES, ETC.	POP.	CAPITALS.
Maine.....	501,793	Augusta.
N. Hampshire.....	284,574	Concord.
Vermont.....	291,948	Montpelier.
Massachusetts.....	737,699	Boston.
Rhode Island.....	108,830	Providence.
Connecticut.....	309,978	Hartford & N. Haven.
New York.....	2,428,921	Albany.
New Jersey.....	373,306	Trenton.
Pennsylvania.....	1,724,033	Harrisburg.
Delaware.....	78,085	Dover.
Maryland.....	469,282	Annapolis.
Dist. Columbia.....	43,712	Washington.
Virginia.....	1,239,797	Richmond.
N. Carolina.....	753,419	Raleigh.
S. Carolina.....	594,398	Columbia.
Georgia.....	691,392	Milledgeville.
Florida.....	54,477	Tallahassee.
Alabama.....	590,756	Tuscaloosa.
Mississippi.....	375,651	Jackson.
Louisiana.....	352,411	New Orleans.
Ohio.....	1,519,467	Columbus.
Kentucky.....	779,828	Frankfort.
Tennessee.....	829,210	Nashville.
Michigan.....	212,267	Detroit.
Indiana.....	686,866	Indianapolis.
Illinois.....	476,183	Springfield.
Missouri.....	383,702	Jefferson City.
Arkansas.....	97,574	Little Rock.
Wisconsin.....	30,945	Madison.
Iowa.....	43,112	Iowa City.

TABLE I.

Now let the teacher commence, by proposing his questions to the class *distinctly*, and by explaining their answers, till each scholar fully comprehends the design and application.

Let this direction be invariably followed, on the commencement of every *new table*.

One word is given at the head of every new table as an example of what follows.

All the primitive words in the first table are nouns, or defined as such, and *less* converts them into adjectives.

Question: What is a noun?

Answer. The name of any thing; as man, book, virtue.

Q. What is an adjective?

A. A word joined to a noun, to express its quality, or assist in designating the thing meant; as a *sweet* apple, a *sour* apple, a *pleasant* apple; sweet, sour and pleasant, express the *quality* of apple.

Q. What is a suffix?

A. A letter or letters, syllable or syllables appended to the end of a word, to add force, vary or modify its signification; as fruit, then *fruitless*.

Q. What does *less* mean, at the end of a word?

A. It means *without*, *destitute of*, or *wanting*.

Q. What then does *fruitless* mean?

A. *Without* fruit, or *destitute* of fruit.

CASH. Money.

CASHLESS. Without money, or without cash.

belt - less	law - less	track - less
girdle	rule of action	mark of the foot
blot - less	life - less	thorn - less
spot or stain	existence	a sharp spike

brain - less	match - less	bot tom - less
organ of sense	an equal	lowest part
bound - less	noise - less	com fort - less
limit	any sound	ease
cause - less	path - less	fa ther - less
reason	a road	male parent
child - less	pomp - less	moth er - less
an infant	splendid show	female parent
doubt - less	point - less	mon ey - less
uncertainty	the end	cash
dream - less	rest - less	me tion - less
thoughts in sleep	ease	a moving
end - less	sense - less	rea son - less
the termination	understanding	sense
form - less	shape - less	spir it - less
shape	form	soul, life
grief - less	sleep - less	sin ew - less
sorrow	rest by sleep	mus cle
hut - less	sun - less	shel ter - less
a poor house	orb of day	a cover

TABLE II.

Q. What does *ful* mean at the end of a word, as *fruitful*?

A. It means *full of, full, abundance, or having much.*

Q. What then is the meaning of *fruitful*?

A. It means *full of fruit, abundance of fruit, or much fruit.*

Q. What change do *ful* and *less* give to the import of words?

A. *Ful* expresses abundance of what the primitive implies; and *less*, a want of, or des'titution.

In this table, the primitives are defined as *nouns*, and *ful* converts them into adjectives.

PLAY. Sport or merriment.

PLAYFUL. Full of sport, or full of play.

bliss - ful
happiness
force - ful
violence
fraud - ful
deceit
lust - ful
unlawful desire
peace - ful
composure

spite - ful
malice, hate
sloth - ful
laziness
de vice - ful
contrivance
dis dain - ful
contempt
dis gust - ful
dislike

dis trust - ful
suspicion
dis tress - ful
pain
neg lect - ful
omission
re gard - ful
respect
re spect - ful
regard

TABLE III.

Spell and define the primitive word first; next spell it with *ful* and *less*, alternately, and give the meaning each time. Observe the change of import, made by *ful* and *less*.

PAIN. Distress of some kind.

PAINFUL. Full of pain or distress.

PAINLESS. Without pain or distress.

art - ful - less
skill
care - ful - less
anxiety
fear - ful - less
dread
fault - ful - less
a defect
grace - ful - less
favor, kindness
guile - ful less
deceit, cunning

mirth - ful - less
merriment
need - ful - less
want, poverty
prayer - ful - less
a petition
shame - ful - less
reproach
thought - ful - less
idea, reflection
cheer - ful - less
mirth

help - ful - less	heed - ful - less
aid	attention
health - ful - less	pain - ful - less
a sound state	distress
hope - ful - less	mer cy - ful - less (Rule 3)
expectation	kindness, clemency
change - ful - less	pit y - ful - less
alteration	compassion
joy - ful - less	pow er - ful - less
gladness	force, authority

TABLE IV.

Q. What does *ish* mean, when joined to an entire word?

A. With nouns it means *in some degree like, somewhat like, or like*; with adjectives it means *somewhat, or like*. The first set of primitives are nouns, the second, adjectives, and *ish* makes them all adjectives.

Define the nouns like *brute*, the adjectives like *warm*.

BRUTE. An irrational animal.

BRUTISH. *In some degree, or somewhat like a brute.*

WARM. A degree of heat.

WARMISH. *Somewhat warm.*

n.	a.	a.
bear - ish	blue - ish (Rule 1*)	mild - ish
a wild beast	particular color	gentle
beau - ish	black - ish	moist - ish
a gay fellow	want of color	damp
boor - ish	brown - ish	soft - ish
a clown, rustic	a color	not hard
boy - ish (Rule 3)	coarse - ish	small - ish
a male youth	rough, not fine	little

* Look well to each Rule.

dwarf - ish	cold - ish	tall - ish
very small man	want of heat	high, lofty
hog - gish (<i>Rule 4</i>)	coy - ish	wild - ish
a swine	modest, reserved	not tame
knave - ish	dusk - ish	wan - nish
dishonest man	partly dark	pale look
mule - ish	faint - ish	wet - tish
kind of horse	languid	moist, rainy
slut - tish	hard - ish	cool - ish
a dirty woman	solid, firm	temperate heat
sot - tish	gray - ish	sour - ish
a drunkard	mixed color	like vinegar

TABLE V.

Q. What do *er*, *or*, *ist*, *ster*, *ee*, *ess*, mean?

A. The *person who*, or *thing which*.

There are some exceptions, especially *er* in adjectives.

The primitives in this table are nouns or verbs, but the above suffixes convert them all into the *person or thing*; *ess* denotes a female.

brew - er	lead - er	scoff - er
to make beer	to conduct	to ridicule
build - er	lade - er	vend - er
to erect a house	to load	to sell
drum - mer	make - er	art - ist
to beat a drum	to create	skill
deal - er	read - er	tour - ist
to buy and sell	to call words	a journey
gaze - er	rob - er	peer - ess
to look intently	to plunder	a nobleman
hew - er	seal - er	priest - ess
to cut away	to fasten	a minister
hunt - er	speak - er	team - ster
to search for	to utter words	oxen horses

TABLE VI.

Q. What does *en*, as a suffix, mean?

A. With nouns it means *made of*; with adjectives, *to make*.

The words in the first column are nouns, and *en* converts them into adjectives. The second are adjectives, and *en* converts them into verbs.

Q. What is a verb?

A. A word which expresses *being*, *doing*, or *suffering*; as, *I exist*, *I love*, *I am loved*.

Noun. WOOL. What grows on sheep.

WOOLEN. *Made of* wool.

Adj. HARD. Solid, firm.

HARDEN. To make hard, or to make harder.

<i>nouns.</i>			
beech - en	reed - en	like - en	
kind of wood	hollow stalk	similar	
birch - en	wax - en	loose - en	
kind of wood	sticky substance	slack, not tight	
earth - en	wheat - en	mad - den	
soil, the world	kind of grain	angry	
flax - en	bread - en	ripe - en	
a fibrous plant	dough baked	mature	
gold - en	adj.	short - en	
a yellow metal	bright - en	of little extent	
hemp - en	shining	sharp - en	
a plant	broad - en	keen, acute	
lead - en	wide	weak - en	
soft metal	deaf - en	feeble	
oat - en	hard of hearing	wide - en	
kind of grain	fat - ten	broad	
oak - en	fleshy	deep - en	
kind of wood	glad - den	extending down	
	cheerful, joyful		

TABLE VII.

Q. What does *ly* mean?

A. With nouns forming adjectives, it means *like*; but with adjectives forming adverbs, it means, *in a manner*.

Q. What is an adverb?

A. An adverb is a word joined to a verb, adjective or another adverb, to express some quality or circumstance; as, the bird sings *sweetly*. *Sweetly* is an adverb, expressing the *quality* of the music.

The words in the first column are nouns, and *ly* converts them into adjectives. The second are adjectives, and *ly* converts them into adverbs.

Noun. **MAN.** A human being.

Adjective. **MANLY.** Like a man.

Adjective. **SWIFT.** Quick, rapid.

Adverb. **SWIFTLY.** *In a swift manner.*

n.	a.	a.
friend - ly	blind - ly	meek - ly
an intimate	wanting sight	mild, gentle
ghost - ly	brave - ly	neat - ly
spirit, soul	courageous	clean, nice
king - ly	cross - ly	proud - ly
chief ruler	fretful	haughty
prince - ly	grave - ly	tame - ly
a ruler	sober, serious	gentle
saint - ly	kind - ly	wise - ly
a holy person	benevolent	prudent
broth er - ly		sober - ly
born of the same parents		serious, temperate
cow ard - ly		prudent - ly
one wanting courage		discreet, cautious
neigh bor - ly		sul len - ly
one living near		sour, gloomy

TABLE VIII.

Ed is a verbal or participial termination, generally expressing its own appropriate meaning. Sometimes, in varying the phraseology, *did*, *was*, or *being*, will render the import rather more explicit. When *did* is used, repeat the primitive verb in its present tense. When *was* is used, repeat the verb with *ed* added. The words in this table, before *ed* is added, may be nouns or verbs; after *ed* is added, they are verbs or participles. They are defined as being verbs.

FOLD. To double, or wrap together.

FOLDED. *Did* fold, or *being* folded. *Did* double, or *being* doubled.

arch - ed	droop - ed	loan - ed
to curve	to languish	to lend
blast - ed	fade - ed	lurk - ed
to wither	to lose color	to lie in wait
burst - ed	fret - ted	look - ed
to fly asunder	to vex	to see
bloat - ed	filch - ed	mar - red
to swell	to steal	to injure
chant - ed	frisk - ed	mend - ed
to sing	to skip about	to repair
check - ed	grant - ed	mock - ed
to curb	to allow	to ridicule
dip - ped	heal - ed	part - ed
to immerse	to cure	to separate
deck - ed	jerk - ed	skulk - ed
to ornament	to twitch	to hide

TABLE IX.

Q. What does *ness* mean?

A. It most generally implies a quality or state.

Ness always converts its primitive into a noun. The words in this table are adjectives, and *ness* being added, they all become nouns.

GOOD. Excellent.

GOODNESS. The quality of being excellent.

LAME. Crippled.

LAMENESS. The state of being lame.

<i>The quality.</i>	rich - ness	dry - ness
apt - ness	wealthy, fertile	not wet
fit, ready	serv id - ness	hoarse - ness
base - ness	hot, zealous	rough voice
vile, mean	fic kle - ness	lean - ness
brisk - ness	changeable	wanting flesh
lively	hor rid - ness	mute - ness
clean - ness	dreadful	silent
free from dirt	mel low - ness	near - ness
fair - ness	soft, ripe	close by
clear, beautiful	rap id - ness	plain - ness
fit - ness	swift, quick	level, or clear
suitable	sal low - ness	rare - ness
fleet - ness	yellow	scarce, thin
swift, quick	<i>The state.</i>	gloom y - ness
pure - ness	bald - ness	melancholy
clear, genuine	wanting hair	pen sive - ness
pert - ness	cheap - ness	sorrowful
lively	of low price	qui et - ness
red - ness	damp - ness	rest, peace
color of blood	moist	

TABLE X.

Q. What do *able*, *ible*, and *ble* mean, appended to a perfect word?

A. That may be, capable of being, fit, or worthy to be, or capacity.

The primitives in this table are defined as verbs; but *able*, *ible*, and *ble*, convert them into adjectives. *Ed* or *en* is commonly the termination of the last defining word; as moveable, that which may be moved.

EAT. To take food, to eat.

EATABLE. That which may be eaten.

blame - able	as cend - able	de sire - able
to censure	to mount up	to wish for
bend - able	a chieve - able	de bate - able
to crook	to perform	to dispute
claim - able	as sail - able	de spise - able
to demand	to attack	to contemn
drain - able	at tain - able	la ment - able
to make dry	to gain	to mourn
force - ible	a vail - able	re fute - able
to compel	to profit	to prove false
fuse - ible	con ceal - able	cen sure - able
to melt, or pour	to hide	to blame
tame - able	chas tise - able	cred it - able
to make gentle	to punish	to believe
vend - ible	cor rode - ible	pun ish - able
to sell	to consume	to chastise

TABLE XI.

Q. What do *ic*, and *al*, or *ical*, mean as suffixes?

A. *Pertaining to, relating to, belonging to, or like.*

The primitives in this table are nouns, and *ic* or *al* converts them into adjectives. Observe the comma between *ic* and *al* unites them; and all such words are formed thus, *Angel*, *Angelic*, *Angelical*.

ALGEBRA. A peculiar kind of Árithmetic.

ALGEBRAIC. Like or relating to Algebra.

ALGEBRAICAL. Like or relating to Algebra.

an gel - ic, al	syn od - ic, al
a celestial spirit	assembly of ministers
he ro - ic, al	pa rent - al
a brave man	a father or mother
dra ma - tic, al	po et - ic, al
a tragedy, or comedy	a writer of poetry
dog ma - tic, al	a the ist - ic, al
a doctrinal notion	one who denies a God
meth od - ic, al	al pha bet - ie, al
regular order	letters of a language
mag net - ic, al	hyp o crit - ic, al
the loadstone	a dissembler
proph et - ic, al	met a phor - ic, al
one who foretells	a short similitude

TABLE XII.

Q. What do *ion* and *ment* mean?

A. Commonly *the act of*, or *state of being*. Sometimes it is the *result of an act*, or *that which*; as *create, to form*, then *creation, the act of forming*, or *that which is formed*, (in the sense used;) so *nourish, then nourishment, that which nourishes*.

In this table the primitives are verbs, and *ion* and *ment* convert them into nouns.

DISPERSE. To scatter.

DISPERSION. The *act of scattering, or state of being scattered*.

as sert - ion	ex cept - ion	a tone - ment
to affirm	to leave out	to expiate
at tract - ion	in struct - ion	ad vance - ment
to draw to	to teach	to go forward

a base - ment	pre vent - ion	con geal - ment
to humble	• to hinder	to freeze
con vict - ion	pro tect - ion	de range - ment
to prove guilty	to defend	to disorder
con tort - ion	re strict - ion	e lope - ment
to twist	to limit	to run away
dis cuss - ion	re vise - ion*	ex cite - ment
to debate	to review	to rouse
di rect - ion	al lure - ment	in fringe - ment
to guide	to entice	to violate

* Rule 5.

TABLE XIII.

Q. What does *ize* mean?

A. *To make, or to become, to do, or to assimilate.*

The primitives are nouns or adjectives, and *ize* converts them into verbs. Those words ending in *ize* as a component part are verbs, and *ation* converts them into nouns.

LEGAL. Lawful.

LEGALIZE. *To make* lawful.

bru tal - ize	mod ern - ize
like a brute	of recent date
re al - ize	neu tral - ize
true, certain	not on either side
christ ian - ize	i dol - ize
a disciple of Christ	an image
e qual - ize	pa gan - ize
like another	a heathen
fer tile - ize	sig nal - ize
fruitful	a sign, eminent
hu man - ize	civ il - ize
pertaining to man	well bred

gen e ral - ike - ation*
common, usual
pal ver ize - ation
to make fine

sol em nize - ation
to make solemn
har mon ize - er
to agree

* Rule 8.

TABLE XIV.

Q. What does *fy* mean?

A. *To make, or become.*

Q. What is the import of *ing*?

A. It is a participial termination, implying a time of progressive action, and expresses its own meaning. It implies much the same as *continuing to*, with reference to the time when.

The primitives are verbs; *ing* converts them into present participles, and *cation* into nouns. Before *ing*, *y* is not changed; but before *cation*, it is changed to *i*.

am pli fy - ing - cation†
to enlarge
clar i fy - ing - cation
to purify
clas si fy - ing - cation
to form classes
de i fy - ing - cation
to worship as a god
dul ci fy - ing - cation
to make sweet
ed i fy - ing - cation
to improve or build
fals i fy - ing - cation
to make false
spec i fy - ing - cation
to particularize

vers i fy - ing - cation
to make verses
ver i fy - ing - cation
to prove true
vit ri fy - ing - cation
to become glass
fruc ti fy - ing - cation
to make fruitful
glo ri fy - ing - cation
to honor
mol li fy - ing - cation
to soften
rat i fy - ing - cation
to confirm
rec ti fy - ing - cation
to make right

† Rule 8 and 6.

tes ti fy - ing - cation

to witness

sim pli fy - ing - cation

to make plain

rar e fy - ing - action

to make thin

stu pe fy - ing - action

to make stupid

TABLE XV.

Q. What do *ance*, *ence*, *ancy*, *ency*, mean?

A. *The act of*, or *state*; *the being*, or *that which*.

Q. What do *ant* and *ent* mean?

A. Sometimes the *person who*, or *thing which*; and sometimes they are defined by the judicious use of *ing*, somewhat like a participle.

The primitive words are verbs, and *ance*, *ence*, *ancy*, *ency*, convert them into nouns; *ant* and *ent* convert them into nouns or adjectives.

ANNOY. To trouble. (Rule 3.)

ANNOYANCE. *The act of*, *the state of being*, or *that which annoys*.

DEFEND. To protect.

DEFENDANT. The person who defends.

ADHERE. To stick to.

ADHERENT. Sticking to, or the person who, or the thing which sticks to.

ac quit - tance

to set free

al low - ance

to grant

con nive - ance

to forbear to see

con form - ance

to comply with

con trive - ance

to plan out

dis turb - ance

to interrupt

e merge - ence

to come out

con dole - ence

to lament with

ab sorb - ent

to suck up

ab hor - rence

to detest

con cur - rent

to agree

dis pute - ant

to argue

ex peet - ant

to look for

in dulge - ent

to gratify

pre cede - ent

to go before

TABLE XVI.

Q. What does *ive* mean?—*tive, sive, ative, asive*, are the same.

A. *Having a tendency to; the power, or nature of.*

Q. What does *ory* mean?—*tory, sory, atory, are the same.*

A. *The power of, the nature of, belonging to, containing, or the place.*

The primitives are verbs or nouns, and *ive* converts them into adjectives, and *ory* into nouns or adjectives.

RESTORE. To heal or cure, as a disease.

RESTORATIVE. Having a *tendency* to cure.

MANDATE. A command.

MANDATORY. *Containing, or the nature of a command.*

DEPOSIT. To lay up.

DEPOSITORY. The *place* where, &c.

a muse - ive	di gress - ive	op press - ive
to entertain	to depart from	to bear down
cre ate - ive	dif fuse - ive	of fence - ive
to make	to spread	displeasure
de flect - ive	ex panse - ive	pre vent - ive
to turn aside	wide extent	to hinder
com mend - atory	plaud it - ory	
to praise	loud praise	
dis pense - atory	ex cul pate - ory	
to deal out	to free from blame	
ob serve - atory	prohib it - ory	
to watch	to forbid	

TABLE XVII.

Q. What do *ity* and *cy* mean?

A. The *state or condition, the quality or capacity.*

The primitives are adjectives, and *ity* and *cy* convert them into nouns.

SOLID. Firm, compact.

SOLIDITY. The *quality or state* of being firm.

OBDURATE. Hard of heart, or willful.

OBDURACY. The *state* of being hard of heart or willful.

con cave - ity	sub tile - ity	cor di al - ity
hollow	thin, cunning	hearty
con vex - ity	pas sive - ity	crim i nal - ity
rounding	suffering	faulty
duc tile - ity	serv ile - ity	punc tu al - ity
easily drawn out	slavish	exact, nice
fru gal - ity	sen ior - ity	ad e quate - cy
sparing	older	equal to, <i>Rule 7.</i>
fu tile - ity	se cure - ity	del i cate - cy
trifling	safe	neat, fine
hos tile - ity	plac id - ity	in tri cate - cy
opposed to	gentle, mild	entangled

TABLE XVIII.

Q. What does *ous* mean?

A. *Partaking of, consisting of, full of, or like.*

Observe the comma, as heretofore directed.

The primitives are nouns, and *ous* converts them into adjectives, and *ly* joined with *ous*, converts the adjective into an adverb.

DANGER. Peril, exposure to injury.

DANGEROUS. *Partaking of* danger, or *full of* danger.

DANGEROUSLY. In a dangerous manner.

clam or - ous, ly	co pi ous - ly
an outcry, noise	plentiful
fu ry - ous, ly (Rule 3.)	o di ous - ly
madness, rage	hateful
haz ard - ous, ly	tim or ous - ly
chance, danger	fearful
hu mor - ous, ly	vir tu ous - ly
merriment	morally good
mur der - ous, ly	val or ous - ly
the killing of a man	brave
plen ty - ous, ly (Rule 3.)	stan der - ous, ly
abundance	reproach
ran cor - ous, ly	vil lain - ous, ly
malice	a wicked wretch
rig or - ous, ly	ven om - ous, ly
severity	poison
ru in - ous, ly	mar vel - ous, ly
destruction	wonder

TABLE XIX.

Q. What do *ability*, *ibility*, *ableness*, *ibleness*, mean?

A. The *property* or *quality* that may be, the *state*, *capacity*, or *susceptibility* of being,—sometimes *fit* or *worthy* of being.

The primitives are verbs or nouns, and these suffixes uniformly make them nouns.

COMPRESS. To press together.

COMPRESSIBILITY. The *property* or *quality* that may be pressed together.

ACCOUNT. To reckon to, or to hold in esteem.

ACCOUNTABILITY. The *state* of being accountable to.

COMMEND. To represent as worthy of notice.
COMMENDABLENESS. That which is *worthy* of being commended.

change - ability	di fuse - ibleness
to alter	to spread
cor rupt - ibility	con tempt - ibleness
to infect	act of despising
ac cept - ability	con ceive - ableness
to take	to think
con tract - ability	a dore - ableness
to draw together	to reverence
de fense - ibility	de sire - ableness
a protection	to wish for
re sist - ibility	a dapt - ability
to oppose	to fit
re move - ability	ad mire - ability
to change place	to wonder
ac cess - ibility	com mute - ability
approach	to exchange

TABLE XX.

Q. What is a prefix?

A. A letter, syllable, or syllables, added to the beginning of a word, to vary or modify its signification; as *able*, having power, *unable*, not having power. So kind, then unkind.

Q. What does *un* mean?

A. When prefixed to adjectives, participles or adverbs, it signifies the same as *not*; but when prefixed to verbs, it implies *undoing* what has been done; as *tie*, to fasten, then *untie*, to undo what was done. *Un*, is not commonly prefixed to a primitive, till some suffix is added.

The primitive words are verbs, and when *ed* is added, they are verbs, participles, or adjectives.

AID. To help.

AIDED. Being helped.

UNAIDED. Not being aided.

FOLD. To double.

FOLDED. Being doubled.

UNFOLD. To ~~undo~~ the folding.

UNFOLDED. Being undone, &c.

Now spell, form, and define the first ten words like *aid*, and the rest like *fold*.

un. ask - ed	un. soil - ed	un. lock - ed
to petition	to dirty	to make fast
un. bleach - ed	un. till - ed	un. mask - ed
to whiten	to cultivate	to cover
un. blend - ed	un. taint ed	un. roll - ed
to mingle	to corrupt	to move round
un. mix - ed	un. vex - ed	un. twist - ed
to unite parts	to plague	to wind
un. part - ed	un. braid - ed	un. veil - ed
to separate	to weave	to cover
un. paint - ed	un. clothe - ed	un. seal - ed
to color	to dress	to fasten, or seal

TABLE XXI

Q. What does *mis* mean?

A. It means *wrong*, *erroneous*, or *ill use*.

Form every word in this table, in the same manner as *rule*.

The primitives are defined as verbs; with *ed* added, they are verbs or participles.

RULE. To govern.

RULED. Did govern.

MISRULE. To govern *wrong*.

MISRULED. Did govern wrong.

UNRULED. Was not governed.

un mis. call - ed
 to name
un mis. count - ed
 to number
un mis. date - ed
 to note time
un mis. form - ed
 to shape
un mis. guide - ed
 to direct
un mis. mark - ed
 to stamp
un mis. name - ed
 to mention
un mis. place - ed
 to put in place
un mis. quote - ed
 to cite, or note
un mis. state - ed
 to tell, represent
un mis. judge - ed
 to pass sentence
un mis. use - ed
 to employ

un mis. as sign - ed
 to appropriate
un mis. ad vise - ed
 to consult
un mis. af firm - ed
 to declare positively
un mis. con duct - ed
 to lead or direct
un mis. con strue - ed
 to interpret
un mis. de rive - ed
 to draw from
un mis. direct - ed
 to guide, regulate
un mis. em ploy - ed
 to keep at work
un mis. im prove - ed
 to make better
un mis. in form - ed
 to instruct
un mis. re cite - ed
 to repeat
un mis. re late - ed
 to tell

TABLE XXII.

Q. What does *pre* mean?

A. It means *before*, or *beforehand*, (in time or rank.)
The primitives are verbs; *pre* does not change them, but *ion* converts them into nouns.

DETERMINE. To decide.

DETERMINATION. The *act of deciding, or state of, &c.*

PREDETERMINE. To determine *beforehand*.

PREDETERMINATION. The *act or state of, &c.*

pre. con sult - ation
to counsel together
pre. dis pose - ition
to adjust
pre. e lect - ion
to choose out
pre. ex pect - ation
to look for
pre. in struct - ion
to teach
pre. sup pose - ition
to imagine

pre. des tine - ation
to devote
pre. in di cate - ion
to show, to point out
pre. in ti mate - ion
to hint at
pre. med i tate - ion
to think on
pre. ex am ine - ation
to search into
pre. con sid er - ation
to reflect, or think

TABLE XXIII.

Q. What does *re* mean?

A. It means *back, return, again, or repetition.*

The primitives are verbs, and *ion* and *ment* convert them into nouns.

Carry out all the words like *adjourn* and *inspect*.

ADJOURN. To put off till another time.

ADJOURNMENT. The *act of putting off, &c.*

READJOURN. To put off *again* till another time.

READJOURNMENT. The *act of putting off again.*

INSPECT. To look into with care.

INSPECTION. The *act of looking into*

REINSPECT. To look into *again*.

REINSPECTION. The *act of looking into again.*

re. ap point - ment	re. im pris on - ment
to fix, to settle	to confine
re. at tach - ment	re. es tab lish - ment
to take, to append	to settle firmly
re. con sign - ment	re. du pli cate - ion
to give to another	to double
re. en joy - ment	re. con se crate - ion
to have, or delight in	to make sacred
re. en list - ment	re. mas ti cate - ion
to enroll	to chew
re. en act - ment	re. sus ci tate - ion
to decree	to rouse, to excite
re. in stall - ment	re. it e rate - ion
to place in office	to repeat

TABLE XXIV.

Q. What do *e*, *ex*, *ef* and *ec* mean?

A. *Out, out of, from, or beyond.*

Most of these words are verbs, and all converted into nouns.

EDUCE. To draw *out*.

EDUCTION. The *act of drawing out.*

EXONERATE. To free from load.

EXONERATION. The *act of freeing from load.*

e ject - ion	en er vate - ion	ex tract - ion
to cast out	to weaken	to draw out from
e rase - ion	ef fuse - ion	ex tint - ion
to rub out	to pour out	put out, dead
e gress - ion	ex empt - ion	ex tir pate - ion
a going out	to free from	to root out
e lope - ment	ex haust - ion	ex tri cate - ion
to run away	to drain out	to free from
e lic it - ation	ex tort - ion	ec lec tie
to draw out	to wring from	selecting from

TABLE XXV.

Q. What do *im*, *in*, *il*, and *ir*, mean?

A. With adjectives and adverbs they mean *not*; with nouns, the *want of*; but before verbs, and nouns derived from verbs, they add intensity of meaning, and are nearly equivalent to *into*, *to*, *in* or *on*. In this table, they mean *not*?

Q. What does *bly* mean?

A. In a *manner* that may be.

Ously means in a manner.

The primitives are adjectives, and *ity* converts them into nouns. Those in *bly* and *ously* are adverbs.

PROPER. Fit or suitable.

IMPROPER. Not fit, or not proper.

SECURE. Safe.

SECURITY. A *state* of safety.

INSECURE. Not safe.

INSECURITY. In a *state* not safe.

LITERATE. Learned.

ILLITERATE. Not learned.

RESOLUTE. Firm, bold.

IRRESOLUTE. Not firm and bold.

SENSIBLY. In a *manner* that may be perceived.

INSENSIBLY. In a *manner* that may not be perceived.

im. mor al - ity

relating to morality

im. mor tal - ity

subject to death

im. mod est - y

diffident

im. pure - ity

clear, unmixed

in. ac tive - ity

nimble, quick

ir. ra tion al - ity

pertaining to reason

in. val id - ity

weighty

in. do cile - ity

teachable

in. cau tious - ly

careful to avoid evils

in. dec o rous - ly

decent, suitable

il. lib e ral - ity generous	in. cred u lous - ly apt to believe
ir. reg u lar - ity according to rule	ir. re lig ious - ly pious, holy

TABLE XXVI.

Q. What does *dis* mean?—*di* and *dif* are the same as *dis*.

A. *Separation, disunion, two or out*; sometimes *not, or denial of*.

The primitives are verbs; with *ed* they are verbs or participles.

Carry out each word just like join.

JOIN. To unite.

JOINED. Was united.

DISJOIN. To separate.

DISJOINED. Was separated.

REJOIN. To join *again*.

REJOINED. Was joined *again*.

re dis. close - ed

to shut

re dis. charge - ed

to accuse

re dis. claim - ed

to demand

re dis. mount - ed

to ascend

re dis. place - ed

to put in place

re dis. a dorn - ed

to decorate

re dis. in ter - ed

to bury

re dis. ap pear - ed

to be in sight

re dis. ap prove - ed

to like, commend

re dis. com pose - ed

to put together

re dis. em bark - ed

to go on ship board

re dis. en throne - ed

to place on a throne

re dis. en gage - ed

to encounter, pledge

re dis. or gan ize - ed

to form properly

re dis. u nite - ed	re dis. em bod y - ed
to join	to form into a body
re dis. peo ple - ed	re dis. en cum ber - ed
to stock with people	to clog, to impede
re dis. in fect - ed	re dis. in her it - ed
to taint	to receive by inheritance

In the following words *dis* means *not*.

dis. a gree - ed - ment	dis. like - ed
to be in concord	to be pleased with
dis. be lieve - ed - er	dis. trust - ed
to credit	to confide in
dis. con tent - ed	dis. use - ed
easy, at rest	to employ
dis. o bey - ed (Rule 3.)	dis. a vow - ed
to submit to	to declare openly

TABLE XXVII.

Q. What do *co*, *com*, *con*, *col*, *cor*, mean?

A. Much the same as *with*, *joined with*, *in connection with*, or *together*.

Q. What does *skip*, when a suffix, mean?

A. The *state*, or *office*.

The primitives are nouns or verbs, changed according to their terminations as heretofore.

REGENT. A governor, or ruler.

COREGENT. A governor *with*.

PRESS. To squeeze.

COMPRESS. To squeeze *together*.

LAPSE. To slide.

COLLAPSE. To slide *together*.

RIVAL. One striving for the same thing.

CORRIVAL. One striving for the same with another.

DENSE. Compact, close.

CONDENSE. To force more closely *together*.

co. heir - ship	col. li gate - ion
one who inherits	to bind
co. el der - ship	cor. rel a tive
a church ruler	a person related
co. part ner - ship	co here - ence
a sharer	to stick together
com. mi grate - ion	co hab it - ation
to remove	to live together
com. min gle - ed	com mune - ion
to mix	to talk together
con. so ciate - ion	con geal - ation
to mix with company	to freeze
col. lo cate - ion	cor rob o rate - ion
to place	to confirm

TABLE XXVIII.

Q. What do *ad*, *ac*, *af*, *al*, *an*, *ap*, *as*, *at*, mean?

A. They signify nearly the same as *to*, implying some addition in accordance with the use of the primitive word.

JOIN. To unite.

ADJOIN. To unite to.

ad. judge - ed	ap. per tain - ed	as sent - ed
to pass sentence	to belong	to agree to
ac. cred it - ed	ap. prox i mate - ion	al lude - ed
to believe	next, nearest	to refer to
af. fix - ed	ad here - ence	an nex - ation
to fasten	to stick to	to unite to
as. sign - ed	ad vert - ence	as ccribe - ed
to mark to turn to	to attribute to

at. test - ed	ac cede - ed	at ten u ate - ion
to prove	to yield to	to make thin
al. lure - ed	af flict - ion	al le vi ate - ion
to entice	to put to pain	to ease

TABLE XXIX.

In this table, *im*, *in*, *il*, *ir*, mean somewhat like *in*, *into*, *to*, or *on*, adding intensity to the primitive.

The primitives are verbs, with few exceptions, converted into other parts of speech according to their terminations.

PRESS. To press.

IMPRESS. To press *in*, or *on*.

FOLD. To double.

INFOLD. To fold *in*.

LAPSE. To slide.

ILLAPSE. To slide *in*.

RADIATE. To shed rays.

IRRADIATE. To shed more light.

im. print - ed	im pose - ition	in sult - ed
to mark letters	to lay on	to abuse
im. plunge - ed	im pute - ation	in dent - ation
to immerse	to charge upon	to dent in
in. flame - ed	im port - ation	in duce - ment
fire	to bring in	to draw in
il. lu mine - ation	im pugn - ed	in cur vate - ion
to enlighten	to blame	to bend in
ir. rup tion	in hale - ed	in sti gate - ion
breach	to breathe in	to urge on

TABLE XXX.

In and *un*, in this table, signify *not*, but must not be prefixed till some suffix is added. They are sometimes used interchangeably; as *uncontrollable* or *incontrollable*, both meaning the same thing. *In* is, however, the most common, and generally the most elegant. *Un*, with the termination *ed*, is frequently more elegant than *in*, with the same word; as, *un-separated*, but *inseparable*. Not use *in* with *ed*.

The primitives are verbs; *able* converts them into adjectives, and *ably* into adverbs. Take each word like the example.

CURE. To heal, as a disease.

CURABLE. That may be healed.

UNCURABLE. } That may *not* be healed.
INCURABLE. } *INCURABLY.* }

INCURABLY. } In a manner that may *not* be
UNCURABLY. } healed.

UNCURED. Was *not* cured.

in un. con sole - able - ably - ed
 to comfort

in un. con sume - able - ably - ed
 to waste away

in un. con ceive - able - ably - ed
 to think

in un. con test - able - ably - ed
 to strive

in un. com pare - able - ably - ed
 to liken

in un. dis cern - ible - ibly - ed
 to see, to judge

in un. dis pense - able - ably - ed
 to distribute

in un. dis pute - able - ably - ed
 to contend for

in un. cor rupt - ible - ibly - ed
to vitiate
in un. con quer - able - ably - ed
to subdue

TABLE XXXI.

Q. What does *di* mean?

A. *Separation, disunion, asunder.*

Q. What does *bi* mean?

A. *Two.*

The primitives of the first column are mostly verbs; of the second column, mostly adjectives.

LACERATE. To tear or rend.

DILACERATE. To tear *asunder.*

FORM. Shape.

BIFORM. Two forms, or *double form.*

di vest - ed	di lu ci date - ion
to strip off	to make clear
di gress - ion	bi. lat e ral
to go aside	belonging to the side
di late - ion	bi. cor po ral
to enlarge	relating to the body
di lute - ed	bi. an gu lous
to make thin	having corners, or angles
di vulge - ed	bi sect
to reveal	to cut in two
di vide - ed	bi ma nou
to separate	having two hands
di verse - ity	bi cor nou
different	having two horns
di lap i date - ion	bi en ni al
to fall apart, go to ruin	once in two years.

TABLE XXXII.

Q. What does *inter* mean?

A. *Between.*

Q. What do *trans* and *ultra* mean?

A. *Across, over, beyond, or change of place.*

JACENT. Lying.

INTERJACENT. Lying *between.*

ATLANTIC. The ocean.

TRANSATLANTIC. *Across the ocean.*

MARINE. Pertaining to the sea.

ULTRAMARINE. *Beyond the sea.*

inter. link - ed	in ter cept - ion
a ring of a chain	to stop between
inter. line - ation	in ter fere - ence
length, a cord	to interpose
inter. weave	in ter lude
to unite threads	a play between
inter. mar ry	in ter vene - tion
to unite in marriage	to come between
inter. med dle	in ter rupt - ion
to have to do with	to break in between
trans. plant - ed	in ter spurse - ed
to fix in the ground	to scatter between
trans. al pine	trans gress - ion
pertaining to the Alps	to violate, or cross a law
trans. lu cent	trans pose - ition
shining	to change place
in ter cede - ed	tran scand - ent
to mediate, or come	to go beyond
between	

TABLE XXXIII.

Q. What do *super* and *supra* and *sur* mean?

A. *Above, beyond, upon, or over and above.*

In all cases, drop *pertaining*, *belonging*, *relating*, when a suffix is to be added.

HUMAN. What *belongs* to man.

SUPERHUMAN. *Above* what is human.

MUNDANE. *Pertaining* to the world.

SUPRAMUNDANE. *Above* the world.

CHARGE. To load, as a gun.

SURCHARGE. To *over* load.

super. add - ition	su per vise - ion
to join, or increase	to overlook
super. a bound - ed	supra. vul gar
to be in great plenty	common, rustic
super. ter rene	supra. or bit al
pertaining to the earth	pertaining to an orbit
super. nat ur al - ly	sur. mount - ed
according to nature	to ascend
super. em i nent - ly	sur. pass - ed
high, exalted	to go beyond
super. an gel ic	sur vive - ed
belonging to angels	to outlive

TABLE XXXIV.

Q. What do *sub*, *suc*, *suf*, *sup*, *subter*, mean?

A. *Under*, *below*, *subordinate*, or *after*.

Remember, when *sub* is prefixed, omit *pertaining to*, in the definition, like *subaqueatic*.

AQUATIC. Pertaining to water.

SUBAQUATIC. *Under* the water.

sub. as tral	subter. flu ent
relating to the stars	a flowing
sub. cen tral	suf. fix
relating to the centre	to fasten, or place

sub. lin gual	sub side - ed
pertaining to the tongue	to sink, or settle
sub. ma rine	sub tend - ed
pertaining to the sea	to be extended under
sub. tu tor	sub vert - ed
one who instructs	to overthrow
sub. merge	suc ced - ed
to plunge	to follow after
sub. oc u lar	sup plant - ed
depending on the eye	to undermine
sub. min is ter	sup port - er
a priest, or ambassador	to sustain
sub. cu ta ne ous	suf fer - ance
relating to the skin	to undergo
sub. ter ra ne ous	sub ju gate - ion
pertaining to the earth	to subdue

TABLE XXXV.

Q. What do *ob*, *oc*, *of*, and *op*, mean?

A. *Before*, or *in front*, *against* or *towards*, *in* or *on*, *in the way*, *out*.

Q. What does *retro* mean?

A. *Backward*.

Q. What does *bene* mean?

A. *Good*, *well*.

Q. What does *male*, *mal*, mean?

A. *Bad*, *evil*.

LIGATION. The act of binding.

OBLIGATION. Something binding *on* a person.

OCCUR. *To meet*, happen or come *into* mind.

OFFER. To present, or lay *before*.

OPPOSE. To place, or take a stand *against*.

ACTION. *State* of acting, or an action.

RETROACTION. Acting *backward*.

BENEVOLENT. Wishing *well*.

MALEVOLENT. Wishing *evil*.

Remember *un* must not be used, except with *ed*, or *ive*, added.

un. ob struct - ion - ed	un. ob ject - ion - ed
to hinder	to urge against
un. ob scure - ation - ed	un. ob trude - ed
to darken	to thrust into
un. ob serve - ation - ed	un. ob vert - ed
to overlook	to turn towards
un. ob tain - able	re tro pul sive
to obtain, or gain	driving back
un. of fense - ive	bene. male. fac tor
displeasure	a doer of something
un. op press - ive	bene. male. dic tion
to crush by hardship	manner of speaking
un. ob lit e rate - ed	mal. form - ation
to blot out	shape
re tro spect - ion	mal. prac tice
a looking backward	customary actions
re tro grade - ation	mal. con tent
a moving backward	quiet, at ease
re tro vert - ed	mal. treat ment
to turn backward	management

TABLE XXXVI

Q. What does *de* mean?

A. *From, down, separating from, or privation.*

Q. What does *circum* mean?

A. *Around.*

Q. What do *ante* and *post* mean?

A. *Ante* means *before*, and *post*, *after*.

OXYDATE. To combine oxygen with some base.

OXYDATION. The *act* of, &c., or *state*.

DEOXYDATE. To deprive of oxygen.

DEOXYDATION. The *act* of depriving, &c.

NAVIGATE. To sail.

CIRCUMNAVIGATION. The *act* of sailing *around*.

ANTEMERIDIAN. Before noon.

POSTMERIDIAN. After noon.

de. press - ion	de. range - ed
to squeeze	to place in order
de. grade - ation	de. throne - ed
a degree, or rank	a royal seat
de. camp - ment	de. ob struct - ion
to pitch a camp	to hinder
de. pop u late - ed	ante. post. di lu vi an
to increase people	pertaining to the flood
circum. po lar	ante. mun dane
pertaining to the poles	pertaining to the world
circum. ja cent	cir cum volve
lying	to roll around
circum. flu ent	cir cum fe rence
a flowing	a line passing round
ante. post. date	an te cur sor
to note time	one who runs before
ante. post. nup tial	an te ce dent
pertaining to marriage	going before in time
ante. post. po si tion	post script
situation	written after

TABLE XXXVII.

Q. What does *pro* mean?

A. *Fore, forth, forward, out.*

Q. What does *per* mean?

A. *By, through, thoroughly.*

Q. What does *preter* mean?

A. *Beyond, past, or more.*

CREATE. To make.

PROCREATE. To make *before*.

PROJECT. To cast *forward*.

PROTRACT. To draw *out*.

LEGAL. Lawful.

PRETERLEGAL. Beyond the limits of law.

AMBULATE. To walk.

PERAMBULATE. To walk through.

pro ceed - ed

to move forward

pre gress - ion

to go forward

pro voke - ation

to call forth anger

pro pect - ive

a looking forward

pro pose - al

to lay before

pro trude - ed

to thrust forward

pro pel - led

to urge forward

prog nos tic

a foretelling

pro gen i tor

a forefather

pro legue

spoken before

per day

by day

per chance

by chance

per vade

to pass through

per an num

by the year

per fo rate

to bore through

per se cute

to pursue to injure

preter. per fect

complete

preter. mis sion

a being sent

preter. nat ur al

according to nature

pre ter mit

to pass by

TABLE XXXVIII.

Q. What do *mono*, and *poly*, mean?

A. *Mono*, means *one*, and *poly*, many.

Q. What do *omni*, *pan*, and *panto* mean?

A. They mean *all*.

SYLLABLE. A combination of letters.

MONOSYLLABLE. *One* syllable.

POLYSYLLABLE. *Many* syllables.

POTENT. Possessing power.

OMNIPOTENT. Possessing *all* power.

THEIST. A believer in one God.

PANTHEIST. A believer in *all* the gods.

mono	{ chord	panto.	me ter
poly	a string for music		a measure
mono	{ the ist	pol y	glot
poly	a believer in one God		many languages
mono	{ a coustic	pol y	pode
poly	the doctrine of sounds		many feet
mono. chro mat ic	relating to color	pol y	pho nic
mon. oc u lar	depending on the eye		many sounds
poly. tech nic	pertaining to art	pol y	ne sia
poly. nom i nal	pertaining to the name		many islands
omni. pre sent	now existing	pol y	go nous
omni. sci ent	knowing		many angles
omni. par i ty	equality	pol y	mor phous
omni. per cip i ent	one able to perceive		many forms
		om nif ic	
			all creating
		om niv o rous	
			all devouring
		om ni fa ri ous	
			of all forms
		mo no logue	
			spoken alone
		om nif er ous	
			producing all things

TABLE XXXIX.

Q. What do *uni*, *multi*, and *equi*, mean?

A. *Uni*, one; *multi*, many; *equi*, equal.

Q. What does *anti* or *ant* mean?

A. *Against*, or *opposition*.

Observe, when a comma divides a word, as *multi*, *florous*, drop that part preceding the comma, before the prefix is joined, and it will become *uniflorous*. So in all cases where the comma is used.

FORM. Shape.

UNIFORM. Of *one* form.

MULTIFORM. Of *many* forms.

EQUIFORM. Of *equal* form.

SPASMODIC. Consisting of spasm, or cramp.

ANTISPASMODIC. Good *against* spasm, or cramp.

equi. multi. lat er al	u ni son
pertaining to a side	one sound
equi. multi. lin e al	u niv o cal
pertaining to a line	one voice
equi. mult. an gu lar	e qui nox
pertaining to an angle	equal day and night
equi. mul ti, so nous	e quiv a lent
having many sounds	equal to
uni. mul ti, flo rous	e qui nu me rant
having many flowers	equal numbers
uni. mul ti, lit e ral	anti. Christ
having many letters	the Saviour
multi. nom i nal	anti. fe brile
pertaining to a name	pertaining to fever
multi. syl la ble	anti. con ta gious
a combination of letters	communicating by touch
equi. dis tant	anti. mon arch i cal
remote	pertaining to a monarch
equi. pon der ous	anti. rev o lu tion ist
very heavy	a favorer of a revolution

mul ti fa ri ous	anti. christ ian
having many forms	a follower of Christ
u ni corn	anti. poi son
one horn	any thing infectious

TABLE XL.

Q. What does *em* or *en* mean?

A. They commonly add more intensity to the primitive import, as bitter, then *embitter*. They may frequently be defined by *in*, *into*, *to make*, or *put into*.

BODY. Substance.

*EM*BODY. To form *into* a body.

ABLE. Having power.

*EN*ABLE. *To make* able.

The primitives are verbs or nouns; *em* and *en* convert them into verbs. With *ed* they are verbs or participles.

em. bank - ed	en. case - ed	en. gulf
a mound	a box	a bay
en. com pass - ed	en. force - ed	en. tomb
to encircle	strength	a grave
en. cum ber - ed	en. rage - ed	en. snare
to embarrass	anger	a gin
en. dam age - ed	en. chain - ed	en. trap
injury	to bind	a snare
en. tan gle - ed	em. poi son - ed	en. cour age
to knot	infection	bravery

TABLE XLI.

Q. What do *hood*, *ship*, and *age*, as suffixes, mean?

A. Their most common import is, *office*, *state*, *rank*, or *condition*.

Q. What does *ism* mean?

A. The *doctrine, state, peculiar to, or principles of*.

Q. What does *ics* mean?

A. The *science of, art, or doctrine*.

Q. What do *demi, hemi*, and *semi* mean? A. Half.

demi. man	semi. annual	pupil - age
demi. wolf	hemi. sphere	vassal - age
semi. tone	boy - hood	partner - ship
semi. circle	man - hood	scholar - ship

optics	an gli cism
science of light	peculiar to En. language
tech nics	gal li cism
doctrine of arts	peculiar to Fr. language
a cou s tics	pat ri ot ism
science of sounds	principles of a patriot

Numeral prefixes.

Tri means 3, as triangle, 3 angles. Penta, pent, 5. Tetra, 4. Sex, hexa, 6. Sept. hepta, 7. Octa, Octo, oct, 8. Centu, centi, cent, 100. Bi, 2. Deca, dec, 10.

Drop *deca*, or *dec*, before adding other prefixes.

bi tri pent sex oct.	angular
tetra penta hexa hepta octa.	chord
tetra penta hexa hepta octa.	dec a, gon.
bi tri sex sept oct cent.	dec, ennial

Suffixes which generally characterize the different parts of speech, and will aid grammar scholars.

Verbs, fy, ize. Verbs or adj. ate, en. Verbs, part. or adj. ed, en. Noun, part. or adj. ing. Nouns or adj. ant, ent, ory, er. Nouns, ableness, ibleness, ability, ability, ance, ancy, ence, ency, ion, ity, ism, age, dom, hood, ric, ship, cy, ist, ics, ment, ure, ness. Adj. able, ible, ac, al, ful, ic, ive, ish, ile, less, lar, ous, fic. Adv. ably, ibly, antly, ently, ately, ally, fully, ively, ingly, edly, ishly, lessly, ously, somely, urely, orily.

PUNCTUATION AND CAPITAL LETTERS.

PUNCTUATION.

Punctuation is the art of dividing a written composition into sentences, or parts of sentences, by points or stops, to mark the different pauses which the sense requires.

The principal points are the

Comma, thus ,	Interrogation, thus ?
Semicolon ;	Exclamation !
Colon :	Parenthesis ()
Period .	Dash —

A comma denotes a pause as long as the reader would be in pronouncing the word *and*.

A semicolon denotes a pause as long as two commas.

A colon denotes a pause as long as three commas.

A period denotes a pause as long as four commas; it shows that a sentence is complete.

An interrogation point denotes that a question is asked.

An exclamation point denotes astonishment.

A parenthesis includes a part of a sentence, which might have been omitted without injuring the sense, and must be read in an altered and lower tone of voice.

A dash denotes a sudden stop, or change in the subject.

The following characters are also frequently used in composition.

An apostrophe, thus ' denotes the omission of a letter; as, *lov'd* for *loved*.

A caret, thus, ^ denotes where to take what was left out by mistake ; as thus, *frm.*

A hyphen, thus, - connects the parts of a compound word ; as, *lap-dog.*

A quotation, thus, " " denotes that the passage is taken from some other author, in his own words.

An index, thus, ~~I~~ points to a passage important to be noticed.

A paragraph, thus, ¶ denotes the beginning of a new subject.

A star, thus, * and other marks, as †, ‡, §, ||. and sometimes the letters of the alphabet, and figures, refer to the margin or bottom of the page.

Capital Letters.

Capital letters should be used :

1. At the beginning of every book, chapter, note, and sentence.
2. At the beginning of appellations of the Deity; of proper names of persons, places, seas, rivers, ships; and of adjectives derived from proper names.
3. At the beginning of most quotations, and of every line of poetry.
4. The pronoun *I*, and interjection *O*, should be written in capitals.

$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{1}{5}$
---------------	---------------	---------------	---------------	---------------

one third. one fourth. one half. three fourths. one fifth.

$\frac{2}{3}$	$\frac{3}{8}$	$\frac{2}{9}$	$\frac{1}{10}$
---------------	---------------	---------------	----------------

two thirds. three eighths. two ninths. one tenth.

,5	,25
----	-----

five tenths. twenty-five hundredths.

Words of which there are two or more of the same pronunciation, but of different orthography and signification.

air, an element	heal, to cure
heir, he who inherits	here, in this place
bare, naked	hear, to hearken
bear, to suffer	hue, color
bear, a beast	hew, to cut
beet, a vegetable	meet, to assemble
beat, to strike	meat, food
beer, malt liquor	mete, to measure
bier, carriage for the dead	leek, an herb
blue, a color	leak, to run out
blew, did blow	lone, single
bore, to make a hole	loan, any thing lent
boar, a beast	mean, vile
bale, a pack of goods	mien, manner
bail, surety	moan, to lament
borne, carried	mown, cut down
bourn, a limit	new, not worn
coarse, not fine	knew, did know
course, a race way	ore, metal
deer, an animal	oar, a thing to row with
dear, costly	pane, a square of glass
fare, provision	pain, uneasiness
fair, beautiful	pare, to cut off
flee, to run away	pair, a couple
flea, an insect	pear, a fruit
fane, a temple	peace, quiet
fain, gladly	piece, a part
feign, to dissemble	peer, a nobleman
grate, for coals	pier, a column
great, large	pray, to beseech
hare, an animal	prey, plunder
hair, of the head	plate, a dish
heel, part of the foot	plait, a fold

raze, to demolish	week, seven days
raise, to lift up	weak, not strong
rain, water from clouds	but, a conjunction
reign, to rule	butt, a large cask
rein, part of a bridle	bred, brought up
rite, a ceremony	bread, food
write, to use a pen	cell, a pit or cave
wright, an artificer	sell, to dispose of
sale, selling	gilt, with gold
sail, part of a ship	guilt, sin
see, to behold	herd, a drove
sea, the ocean	heard, did hear
sow, to scatter abroad	hart, an animal
sew, to use a needle	heart, seat of life
slight, to despise	in, within
sleight, dexterity	inn, a public house
sole, bottom of the foot	kill, to destroy life
soul, the spirit of man	kiln, for burning brick
steel, hardened iron	led, did lead
steal, to pilfer	lead, metal
strait, narrow	plum, a fruit
straight, not crooked	plumb, a leaden weight
tale, a story	ring, a circle
tail, the end	wring, to twist
slay, to kill	rest, repose
sliae, a weaver's reed	wrest, to force
sleigh, a vehicle	wrung, twisted
toe, a part of the foot	rung, did ring
tow, of flax	ruff, a ruffle
vale, a valley	rough, uneven
veil, a cover	sent, did send
vane, a weathervane	cent, a copper coin
vain, worthless	sum, the whole
vein, a blood-vessel	some, a part
waste, loss	sun, a source of light
waist, of the body	son, a male child
too, likewise	lessen, to make less
two, twice one	lesson, a precept

all, every one	seller, one who sells
awl, an instrument	cellar, room under a house
ball, a round body	cousin, a relation
bawl, to cry aloud	cozen, to cheat
cord, a small rope	signet, a seal
chord, a right line	cygnet, a young swan
hall, a large room	pensile, hanging
haul, to pull	pencil, a small brush
naught, bad	sealing, fixing a seal
nought, nothing	ceiling, of a room
dam, mother of brutes	viol, an instrument
damn, to condemn	vial, a small bottle
rap, a smart blow	alter, to change
wrap, to fold together	altar, for sacrifice
tax, a rate	augur, a soothsayer
tacks, small nails	auger, a carpenter's tool
bow, to bend	cannon, a large gun
bough, a branch	canon, a rule
flour, fine meal	choler, rage
flower, blossom of plants	collar, for the neck
foul, filthy	profit, an advantage
fowl, a bird	prophet, who foretells
berry, a small fruit	assent, agreement
bury, to inter	ascent, going up
ail, to be troubled	cite, to summon
ale, malt liquor	site, situation
ark, a vessel	sight, sense of seeing
arc, part of a circle	clime, a region
by, near at hand	climb, to ascend
buy, to purchase	dew, falling vapor
caïn, a man's name	due, owed
cane, a . . . , or shrub	dun, to urge for money
ceil, . . . make a . . .	dun, a brown color
seal, to fasten a letter done, performed	

OF THE ABBREVIATIONS USED IN WRITING.

A. A. S. Fellow of the American Academy.	Do. or Ditto, the same.
A. B. Bachelor of Arts.	Dr. Doctor, or Debtor.
A. D. In the year of our Lord.	Eccl. Ecclesiastes.
A. L. Alabama.	Ed. Edition.
A. M. Master of Arts; before noon; in the year of the world.	e. g. for example.
Apr. April.	Eng. England, or English.
Aug. August.	Ep. Epistle.
C. or cent. a hundred.	Eph. Ephesians.
C. A. S. Fellow of the Connecticut Academy.	Esq. Esquire.
Cant. Canticles.	Etc. and so forth.
Capt. Captain.	Esa. Esaias.
Chap. Chapter.	Ex. Example, or Exodus.
Chron. Chronicles.	Feb. February.
Co. Company, or County.	Fr. France, or Francis.
Col. Colonel, or Collector.	F. R. S. Fellow of the Royal Society.
Com. Commissioner, or Commodore.	Gal. Galatians.
Ct. or Conn. Connecticut	Gen. General, or Genesis.
Cor. Corinthians.	Gent. Gentleman.
Cr. Credit, or Creditor.	Geo. George, or Georgia.
cts. cents.	Gov. Governor.
lw. lib. and Weight.	Heb. Hebrews.
D. D. Doctor of Divinity.	Hon. Honorable.
Dea. Deacon.	Hund. Hundred.
Dec. December.	i. e. that is.
Del. Delaware.	Ind. Indiana.
Dept. Deputy.	Inst. Instant.
Deut. Deuteronomy.	Jan. January.
	K. King.
	Km. Kingdom.
	Kt. Knight.
	Ky. Kentucky.
	L. Lord or Lady.

Lat. Latitude.	Phil. Philip.
Lev. Leviticus.	P. M. Post Master, or af- ternoon.
Lieu. Lieutenant.	P. O. Post Office.
LL. D. Doctor of Laws.	Pres. President.
Lond. London.	Prof. Professor.
Lon. Longitude.	P. S. Postscript.
Lou. Louisiana.	Ps. Psalm.
L. S. The place of the Seal.	Q. Queen, or Question.
M. Marquis.	Rep. Representative.
Maj. Major.	Rev. Revelation, or Rever- end.
Mass. Massachusetts.	Rt. Hon. Right Honorable.
Math. Mathematics.	R. I. Rhode Island.
Mat. Matthew.	St. Saint.
M. B. Bachelor of Phys- ic.	S. C. South Carolina.
M. D. Doctor of Physic.	Sept. September.
Md. Maryland.	S. T. P. Professor of Di- vinity.
Me. Maine.	S. T. D. Doctor of Divin- ity.
Mr. Master, or Mister.	ss. to wit: namely.
Messrs. Gentlemen, or Sirs.	Tenn. Tennessee.
M. S. Manuscript.	Thess. Thessalonians.
MSS. Manuscripts.	Tho. Thomas.
N. B. take notice.	ult. the last.
N. C. North Carolina.	U. S. A. United States of America.
N. H. New Hampshire.	V. or Vide. See.
N. J. New Jersey.	Va. Virginia.
No. Number.	Via. by way of.
Nov. November.	Viz. to wit: namely.
N. Y. New York.	Vt. Vermont.
Obj. Objection.	Wm. William.
Oct. October.	Wp. Worship.
Pa. or Penn. Pennsylvania.	&c. and so forth.
per cent. by the hundred.	
Pet. Peter.	

Quotations from other Languages.

ad infinitum	without end
ad valorem	according to value
bona fide	in good faith
bon ton	fashion
cornucopia	horn of plenty
compos mentis	of sound mind
en masse	in a body
e pluribus unum	one of many
ex officio	by virtue of his office
ex parte	on one side
fac simile	exact imitation
habeas corpus	you may have the body
in statu quo	in the same state
in toto	in the whole
ipse dixit	his own assertion
ipso facto	by the thing itself
literatim	letter for letter
memento mori	forget not death
mirabile dictu	wonderful to tell
multum in parvo	much in a little
ne plus ultra	nothing beyond
per annum	by the year
per diem	by the day
prima facie	on the first face
pro bono publico	for the public good
pro tempore	for the time
quid nunc	what now
sang froid	with indifference
sine die	without day
sine qua non	a thing indispensable
summum bonum	the chief good
verbatim	word for word
versus	against
via	by the way of
data	truths admitted

<i>Letters.</i>	<i>Figures.</i>	<i>Names.</i>	<i>Numerical Adjectives.</i>
I	1	one	first.
II	2	two	second.
III	3	three	third.
IV	4	four	fourth.
V	5	five	fifth.
VI	6	six	sixth.
VII	7	seven	seventh.
VIII	8	eight	eighth.
IX	9	nine	ninth.
X	10	ten	tenth.
XI	11	eleven	eleventh.
XII	12	twelve	twelfth.
XIII	13	thirteen	thirteenth.
XIV	14	fourteen	fourteenth.
XV	15	fifteen	fifteenth.
XVI	16	sixteen	sixteenth.
XVII	17	seventeen	seventeenth.
XVIII	18	eighteen	eighteenth.
XIX	19	nineteen	nineteenth.
XX	20	twenty	twentieth.
XXX	30	thirty	thirtieth.
XL	40	forty	fortieth.
L	50	fifty	fiftieth.
LX	60	sixty	sixtieth.
LXX	70	seventy	seventieth.
LXXX	80	eighty	eightieth.
XC	90	ninety	ninetieth.
C	100	one hundred	one hundredth.
CC	200	two hundred	two hundredth.
CCC	300	three hundred	three hundredth.
CCCC	400	four hundred	four hundredth.
D	500	five hundred	five hundredth.
DC	600	six hundred	six hundredth.
DCC	700	seven hundred	seven hundredth.
DCCC	800	eight hundred	eight hundredth.
DCCCC	900	nine hundred	nine hundredth.
M	1000	one thousand	one thousandth.

GENERAL AND SPECIAL RULES

FOR

PRONOUNCING THE ENGLISH LANGUAGE,

Deduced from the composition of the words themselves, and in most cases, giving an infallible Rule, by which to determine on what syllable the MAIN accent should fall. This point being settled, the places of the semi-accents cannot be mistaken.

EXPLANATIONS.

For the definition of a prefix and suffix, see pages 118 and 130.

By the *root* of a word, we mean that part which belongs *exclusively* to the primitive form, and is not combined with any other word, syllable, or letter; as *press*.

By a *separable* prefix, we mean that part which may be taken from the primitive root; and leave a significant English word; as from *impress*, *im* may be thus taken.

By an *inseparable* prefix, is meant, such combination of a word, syllable, or letter, with the *root*, that as an English word, a separation of the parts would destroy the English signification of both; as *depute*, which, in Latin, is composed of *de*, and *puto*, but in English they may not be separated.

The classical scholar will readily distinguish what are prefixes, at sight; and the English scholar, by a little attention to Town's Analysis, can do the same.

Penult, means the last syllable but one.

Antepenult, is the last syllable but two.

Rules for applying suffixes, see page 111.

It is believed the following Rules will not only contribute to uniformity in pronunciation, but aid in settling the disputed accent of many words.

I. General Rule.—Words of *two* syllables, the *first* of which is a *separable*, or *inseparable* prefix, commonly take the

accent on the second; as *de-bâse*, *pro-clâim*; but if the *first* syllable partakes of the root, the accent generally falls on the first; as *úr-gent*, *tâl-ent*.

NOTE.—This rule has an extensive application, and the main exceptions are found in those words which may be used, either as *nouns* or *verbs*. When used as nouns, the accent, in most cases, rests on the first syllable; as, *an ex-trâct*, *his cón-duct*; but when used as verbs, the accent commonly falls on the second; as, to *ex-trâct*, to *con-dúct*.

1st Rule.—All words of *one* syllable, becoming words of *two* syllables, by adding the following *single* suffixes, as seen italicised in the examples, invariably retain the accent on the first syllable; viz.

<i>art-ist</i>	<i>fear-ful</i>	<i>just-ice</i>	<i>serv-ant</i>
<i>boy-hood</i>	<i>form-al</i>	<i>learn-ed</i>	<i>solv-ent</i>
<i>clear-ance</i>	<i>fool-ish</i>	<i>mass-ive</i>	<i>tru-ism</i>
<i>class-ic</i>	<i>frail-ty</i>	<i>peer-age</i>	<i>town-ship</i>
<i>duke-dom</i>	<i>farm-er</i>	<i>pomp-ous</i>	<i>tire-some</i>
<i>drunk-ard</i>	<i>flux-ion</i>	<i>pave-ment</i>	<i>team-ster</i>
<i>dark-en</i>	<i>good-ness</i>	<i>press-ure</i>	<i>walk-ing</i>
<i>beast-ly</i>	<i>hope-less</i>	<i>penn-ate</i>	

2d Rule.—All words of *one* syllable, becoming words of three or four syllables, by the addition of the following *combined* suffixes, as italicised, always retain the *main* accent on the first syllable; viz.

<i>act-ively</i>	<i>faith-fulness</i>	<i>just-if-y</i>	<i>shame-lessness</i>
<i>act-uate</i>	<i>fals-if-able</i>	<i>learn-edly</i>	<i>shagg-edness</i>
<i>act-iveness</i>	<i>fawn-ingly</i>	<i>love-liness</i>	<i>scar-if-ying</i>
<i>brut-alize</i>	<i>fix-edness</i>	<i>loath-someness</i>	<i>sweet-en-ing</i>
<i>care-lessly</i>	<i>fault-ily</i>	<i>lone-somely</i>	<i>sens-itively</i>
<i>clown-ishly</i>	<i>fat-alism</i>	<i>lax-ative</i>	<i>san-atiiveness</i>
<i>child-ishness</i>	<i>form-alist</i>	<i>pay-able</i>	<i>sens-ibly</i>
<i>charm-ingness</i>	<i>fruit-ery</i>	<i>peace-ably</i>	<i>tend-ency</i>
<i>class-ically</i>	<i>hard-ened</i>	<i>pomp-ously</i>	<i>verb-ally</i>
<i>change-ableness</i>	<i>joy-fully</i>	<i>pomp-ousness</i>	<i>dust-iness</i>

3d Rule.—All words of *three* or more syllables, ending in *ability*, *ibility*, *ical*, *ity* or *ety*, have the *main* accent, invariably, on the antepenult; as *sensiblity*, *economical*, *curiôsity*.

NOTE.—When two vowels come together in words ending

in *ity*, the one under accent is always long, as *Déity*. If *one* consonant intervene, *all* are short except *u*; as *levity*. If *two* consonants intervene, *u* is short; as *cürvity*.

4th Rule. All that numerous class of words consisting of no more than *three* syllables, the last letter of which is *y*, not preceded by a vowel, as in *attorney*, nor mute *e* before *ly*, as in *profusely*, are very uniformly accented on the first syllable, as *felony*, *artery*.

5th Rule. All words ending in *tion*, *sion*, *ion*, *cious*, *tious*, *ciate*, *tiate*, *cient*, *tient*, *tial*, *lia*, *cian*, *cial*, *cia*, *ceous*, *gious*, and *geon*, when pronounced in *one syllable*, invariably take the *main* accent on the syllable *preceding* those terminations; as *confederátion*. Nothing but *ity* after *al*, in words in *ion*, ever removes the accent; as *nátion*, *nátional*, *nátionály*.

NOTE.—When the above terminations are preceded by a vowel, it is very uniformly long; as *loquacious*, unless it be *i*, which is as uniformly short; as *ambition*.

6th Rule. All words of *three or more* syllables, having the following terminations, viz. *crary*, *gamy*, *graphy*, *logy*, *machy*, *metry*, *nomy*, *phony*, *pathy*, *tomy*, *thropy*, *lysis*, *ferous*, *gerous*, *vorous*, *always* take the accent on the antepenult, as:

anatómy	geógraphy	theólogy	armígerous
antípathy	démócracy	polyg'amay	pestíferous
astrónomy	geómetry	philánthropy	carnívorous
análisis	theómachy	sym'phony	

NOTE.—No change in the above terminations, as *astronomy* into *astronomer*, &c.; nor any addition of prefixes or suffixes, except *cian*, *ial*, and *ic*, ever changes the place of accent.

7th Rule. All words ending in *ics*, (politics excepted,) are accented on the penult; as *óptics*, *mechánics*.

8th Rule. Words ending in *ic* when a *suffix*, and with few exceptions when otherwise, are accented on the penult; as *dramátic*, *alphabético*.

NOTE.—The suffix *ic*, when added to words of *more* than one syllable, always changes the place of accent; as *méthod*, *méthódic*; except in six cases, as *chóleric*.

9th Rule. All words of *two* syllables, ending in *le*, including no other vowel in the same syllable, are *always* accented

on the first, as *circle*; but if the word consist of *more* than two syllables, the accent, with few exceptions, falls on the *antepenult*; as *árticle*.

NOTE.—The suffixes *able* and *ible* never fall under this rule, except the word *á-ble*. Words of two syllables frequently add *r*, as *cóbble*; but never change the accent.

10th Rule. Words of *three* or more syllables, ending in *ate*, with a *single* consonant between the vowel of the *penult* syllable and *ate*, (including *er* and *tr*,) or with *no* consonant intervening, take the accent on the *antepenult*; as *fab-ri-cate*, *re-tál-i-ate*, *cón-se-crate*. But if *two* consonants, other than *er* and *tr* intervene, the accent is on the *penult*; as *in-cár-nate*.

NOTE.—The exceptions are, *mágistrate*, *législate*, *pótentate*, *péregrinate*, and a few words *always* known by the doubling of *l*.

REMARK.—This is evidence that *contemplate*, *compensate*, and such words of disputed accent, *should* come under the rule of *double* consonants. Words in *ate* often drop *e*, and take *ion*, adding a syllable, and changing the accent; as *ém-u-late*, *em-u-lá-tion*. Rule 5.

11th Rule. Words in *ment* of *three* or more syllables, ending the *penult* in *ize*, *ish*, or a *vowel*, take the accent on the *antepenult*, as *bánishment*; but if the *penult* end with a *consonant*, *mute e*, or a *diphthong*, the accent rests on the *penult*, as *départment*, *confinément*, *enjóymént*.

NOTE.—The exceptions are but few, and easily distinguished. *Al*, *ary*, and *ative*, always bring the accent to *ment*, as *áliment*, *alimént*, *al-ary*, *árgument*, *arguméntative*.

12th Rule. All words of *three* syllables in *able*, *ible*, *ably*, *ibly*, and all words of *four* syllables, in *ableness*, *ibleness*, are accented on the first, as *móvable*, *blámableness*.

13th Rule. All words in *tive*, preceded by a *single* consonant, *mp* or *nc*, and all words in *tive*, preceded by *s* or *c*, (except substantive and adjective,) are accented on the *penult*; as *illúsive*, *rétentive*, *compréhénitive*.

14th Rule. All words of *three* syllables in *ary* and *ory*, (except *canáry* and *vagáry*,) are accented on the first, as *sálary*, *mémory*.

NOTE.—Canary and vagary ought not to be exceptions.

15th Rule. *All* words in *ary* and *ory*, preceded by *s*, or in which *tary* and *tory*, are preceded by *p* or *c*, are accented on the antepenult; as *persuásory*, *perémptory*. The only exceptions are *ádversary*, with five others, doubling *s*; as *prómíssory*. But all other words of *four* syllables *only*, in this class, are accented on the first, as *mónitory*.

II. General Rule. Two methods for finding the accented syllable in *all* words of *more* than *three* syllables, in *ive* or *able*, and of *more* than *four* in *ary* and *ory*. 1st. The accent, very uniformly, rests on the first syllable of the *root*, as *con-fórmable*. If a *single* letter of the root unites with a prefix, or *that letter* is doubled for euphony, it usually carries the accent; as *prédicable*. 2d. When the words of these terminations are *accurately* divided into their proper syllables, according to the established rules of syllabication, the accent, with very few exceptions, falls on the first syllable ending with a *consonant*, and *preceding* those terminations, as *cotém-porary*.

NOTE.—Nearly all the exceptions to this second method are words in which the antepenult syllable ends in *on*, *or*, *it*, *er*, or *ment*; as *párdonable*, *hábitable*, *confédérative*, &c.

16th Rule. All words of more than *two* syllables in *fy*, invariably take the accent on the antepenult; as *glórify*, *per-sónify*.

17th Rule. Words of *three or more* syllables in *ous*, having a *single* consonant between the vowel of the penult syllable and *ous*, or with *no* consonant intervening, are accented on the antepenult; as *parsimónious*. But if *two* consonants intervene, the accent is on the penult; as *treméndous*.

NOTE.—The exceptions do not exceed twelve words, two of which, *canórous* and *sonórous*, ought not to be included.

18th Rule. *As*, *es*, *is* or *os*, preceding *ent* or *ence*, as the *last* syllable, are always under accent; as *convaléscént*.

19th Rule. Words of *three or more* syllables in *ant*, *ent*, *ance* and *ence*, when a *single* consonant comes between the vowel of the *penult* syllable and the vowel in the final syllable, or when *no* consonant intervenes, are accented on the antepenult, as *equivalent*; but if *two* consonants intervene

or the final syllable or penult contains a diphthong, the accent falls on the penult; as *refúlgent*, *achiévance*, *convénient*.

NOTE.—The exceptions in this numerous class of words are but few. Under the *first* clause of the rule, they may commonly be known by *u*, *v*, *r*, or *i*, before *ant* or *ent*; and in the *second* clause by *s*, *st*, or *ll*, before *ant* or *ent*. *Al* and *ial* always bring the accent to *ent*; as *párent*, *paréntal*, *cónsequent*, *consequéntial*.

REMARK.—Most words in *cy* are derived from those ending in *ant*, *ent*, *ance*, *ence*, or *ate*, by dropping *t* and *e* final, and adding *y* or *cy*; as *úrgent*, *úrgency*, *délicate*, *délicacy*. *Cy* always adds a syllable, but never changes the accent.

III. General Rule. Words of *more* than *two* syllables, the last two letters of which are *al*, *an*, *ar*, or *um*, having but *one* consonant (and oftentimes *none*) between the vowel of the penult syllable and those terminations, are *very* generally accented on the antepenult, as *ma-té-ri-al*; but if *two* consonants intervene, the accent *commonly* falls on the penult; as *diúrnal*.

NOTE.—The terminations *orial* and *lar* uniformly accent the antepenult. The main exceptions to the rule are, when *v*, *s*, or *e* precede those terminations, when it usually falls on the penult; as *idéal*.

20th Rule. Words of *three* syllables in *ize*, *ist*, *ism*, are uniformly accented on the first; as *légalize*. But if the word consist of *four* or *more* syllables, the accent, with very few exceptions, is on the pre-antepenult; as *particularize*, *presbytérianism*.

NOTE.—The exceptions are among such words as have prefixes; as *extémporize*, *monópolize*, marking the root by accent.

21st Rule. Words of *more* than *two* syllables in *ude*, are accented on the antepenult; as *látitude*, *decrépitude*.

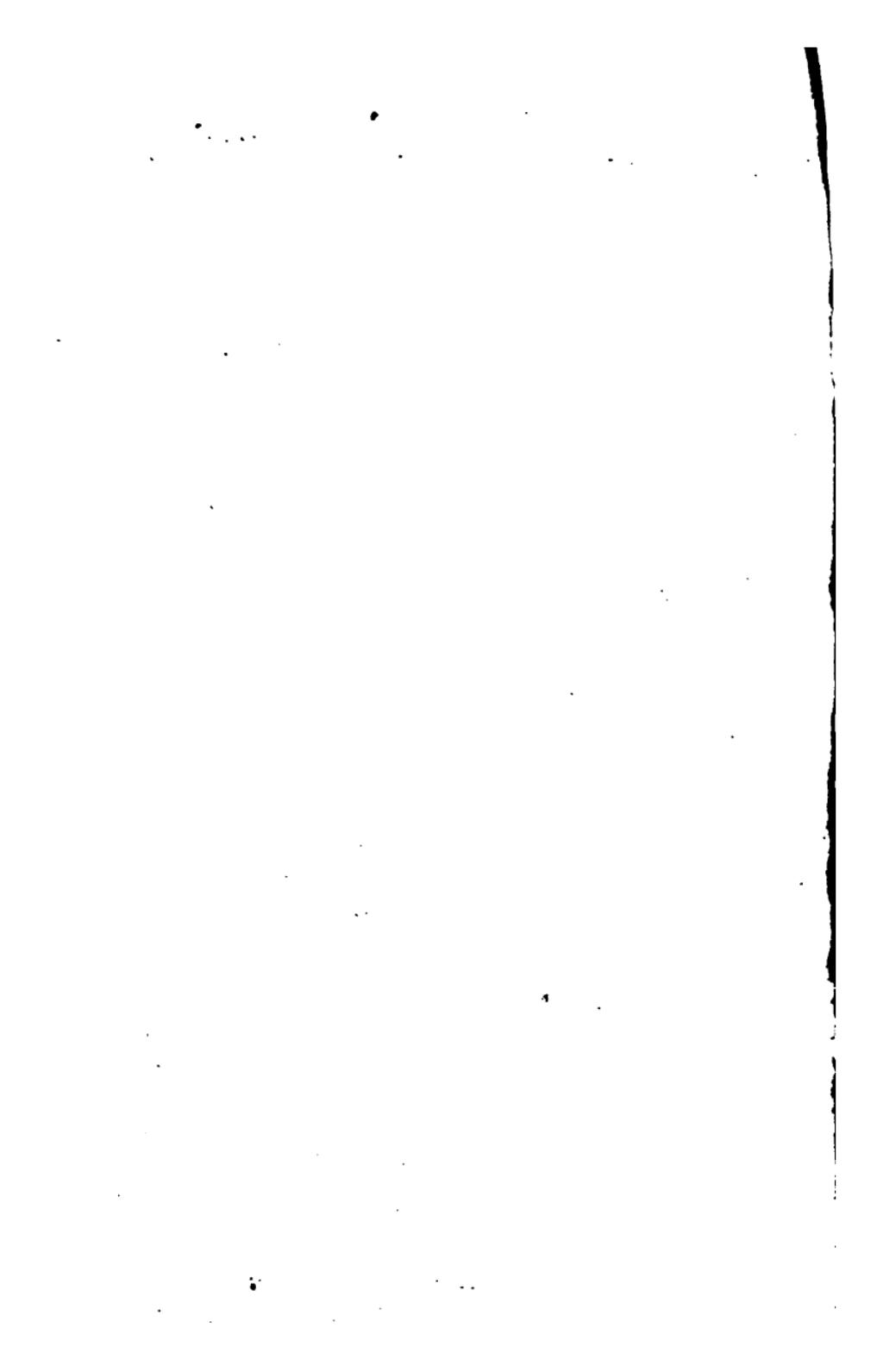
22d Rule. Words of *three* syllables, the *first* two of which are prefixes, and words ending in *ade*, are *very* uniformly accented on the last; as *intercéde*, *lemonáde*.

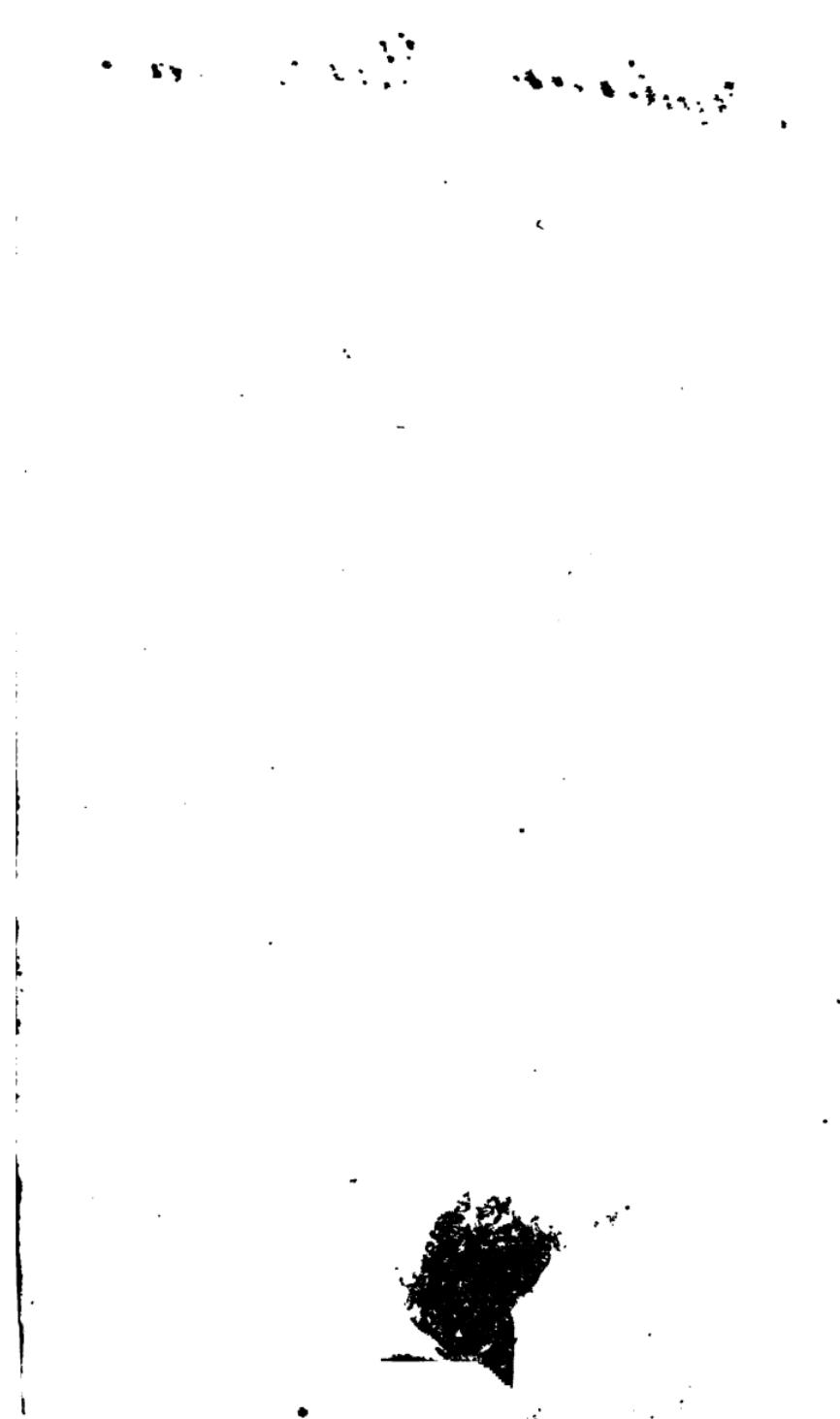
23d Rule. Words ending in *ure*, with few exceptions, take the accent on the *first* syllable of the root; as *figure*, *litéra-ture*; *pro-cúre*, *en-clôsoure*.

OBSERVATION.—After the place of accent has been found in the several classes of words, according to the above Rules, thousands of *other* words are, by prefixes and suffixes, afterwards formed from *them*. The accent, however, as *first found*, is seldom changed by any suffixes subsequently added, except by such as come under Special Rules. For a single example of this, take a word in *ate*, coming under Rule 10, as :—

Commúnicate, *ed*, *ing*, *ble*, *bleness*, *ive*, *ively*, *iveness*, *ory*, *ion*, *bility*. Here the accent remains unchanged, till *ion* and *bility* are added, when it is removed, as per Rules 5th and 3d.

In a few instances, the adding of a prefix or suffix throws back the *first letter* of the root to the prefix, and with it the accent ; as *pró-bate*, *rép-ro-bate*, *pre-fér*, *préf-er-ence*. No suffixes move the accent after fixed by *ic* or *ous* ; as *drá-ma*, *dra-mát-ic*, *al*, *ally*, *mél-o-dy*, *me-ló-di-ous*, *ously*, *ousness*. Many of the suffixes go in families, as *faith-ful*, *fully*, *fulness*, *less*, *lessly*, *lessness*, *co-hére*, *ent*, *ence*, *ently*, *ency*, &c.





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